

**INFLUENCE OF FAMILY BACKGROUND IN ACADEMIC PERFORMANCE AMONG
SECONDARY SCHOOL STUDENTS IN OVIA NORTH EAST LOCAL GOVERNMENT
AREA OF EDO STATE**

BY

CHINEYE PRECIOUS ONYISHI

EDU2001659

**DEPARMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN,
BENIN CITY**

MARCH, 2025

**INFLUENCE OF FAMILY BACKGROUND IN ACADEMIC PERFORMANCE AMONG
SECONDARY SCHOOL STUDENTS IN OVIA NORTH EAST LOCAL GOVERNMENT
AREA OF EDO STATE**

BY

CHINEYE PRECIOUS ONYISHI

EDU2001659

**A RESEARCH PROJECT SUBMITTED TO THE FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE BACHELOR OF SCIENCE
(EDUCATION) EDUCATIONAL MANAGEMENT, ECONOMICS.**

MARCH, 2019

CERTIFICATION

This is to certify that this study was carried out by **CHINEYE PRECIOUS ONYISHI** of the department of educational management, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment of the requirements for the award of degree Bachelor of Science (Ed) Educational Management, Economics.

Dr. (Mrs.) F.E Iwerebor
(Project Supervisor)

Date

Dr. (Miss.) Nkechi Obiweluozor
(Project Coordinator)

Date

Prof. Wilifred Iguodala
Head of Department

Date

DEDICATION

I dedicated this work to my beloved family for their support in all ramifications and determination to see me through school.

ACKNOWLEDGEMENT

It was said that whatever God supports can never failed, my sincere gratitude to almighty God, for making my education a comfortable, miraculous, and successful one, it is indeed by your grace and I pray may You continue to ease my affairs, Amen.

Furthermore, I acknowledge, with immense gratitude to my supervisor Dr. (Mrs.) F.E Iwerebor for her expert supervision, understanding, and for her motherly care during the course of this study, if not for your support this work wouldn't have been a success.

My profound appreciation to my parents and my family most especially my Loving Parents Mr. Stanley Onyishi and Mrs. Lovina Onyishi for their support financially and morally. I pray may you live to reap the fruit of your labour. And to my lovely siblings and my friends, Chinedu, Chisidi, Sunday, Maracle, Somto, Ifeanyi, Daddy Ndubuisi, Jane, Precious, Mmeso, may God bless you for your love towards me.

TABLE OF CONTENTS

Title page	i
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
CHAPTER ONE: INTRODUCTION	
Background of Study	1
Statement of Problem	4
Research Question	5
Purpose of Study	6
Significance of Study	7
Scope and Delimitation of the Study	7
Definition of Terms	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concept of School Facilities	9
Concept of Academic performance	16
Impact of school facility on students' academic performance	18
Impact on school facility on type of school	25

CHAPTER THREE: METHODOLOGY

Research Design	27
Population of the study	28
Sample and Sampling Procedure	28
Research Instrument	28
Validity of the Instrument	29
Reliability of the instrument	29
Method of data collection	29
Method of data analysis	30

CHAPTER FOUR: PRESENTATION OF DATA AND DISCUSSION OF RESULTS

Demography (section A)	31
Section B	32
Discussion of Results	38

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	40
Conclusion	41
Recommendations	42
Reference	44

ABSTRACT

This project work provides a broad knowledge on the influence of family background in academic performance among secondary school students in Ovia North East Local Government Area of Edo state. The purpose of this study was to examine the relationship between parental educational background and students' academic performance in secondary schools in Ovia North East-Local Government. This is study adopted descriptive survey, which is non-experimental, the purpose of descriptive survey research is to describe that which exist and accurately and clearly as possible. It is the most appropriate methodology to investigate human behavior perception and opinions of people. The population of this study includes consists of four thousand nine hundred and fifteen (4915) students in all the twenty nine (29) secondary school students in Ovia North East Local Government.

The sample size for this study comprise one hundred and twenty three (123) Students from three secondary schools in Ovia North East Local Government. The instrument used in this study is the questionnaire titled “Influence of Family Background on Academic Performance (IFBAP)”

Data was analyzed using frequency counts and simple percentages. This method of data analysis of either positive or negative answer was based on percentage scores. Based on analysis of data the following conclusions were drawn concerning the research questions. A conducive home environment, characterized by access to study materials, financial stability, and parental involvement, can significantly enhance students' performance, while a lack of these resources can create challenges that hinder learning

CHAPTER ONE

INTRODUCTION

Background to the Study

The academic performance of students has been a major concern for educators, policymakers, and parents alike. In Nigeria, the education sector continues to face significant challenges, including high dropout rates, underperformance in public examinations, and a persistent gap in access to quality education (UNICEF, 2020). Over the years, various factors have been identified to influence students' academic achievements, and one of the most critical factors is family background. Family background encompasses a wide range of elements, including parental education, income, family size, socio-economic status, and the overall home environment. These factors contribute significantly to the development of a child's cognitive, social, and emotional skills, which, in turn, affect their academic performance (Egunsola, 2014; Amponsah et al., 2020).

Statistical evidence shows a strong correlation between family socio-economic status and academic performance. A study by the Organisation for Economic Co-operation and Development (OECD, 2019) revealed that students from lower-income households are three times more likely to perform below proficiency levels in reading, mathematics, and science compared to their peers from more affluent backgrounds. This disparity is largely due to unequal access to educational resources such as books, private tutoring, and stable learning environments (OECD, 2019). Similarly, a report by the World Bank (2021) on sub-Saharan Africa indicated that socio-economic factors, particularly parental education and family income, have a direct impact on students' academic outcomes, with children from wealthier households performing better in school.

In the Ovia North-East Local Government, like many parts of Nigeria, educational performance among secondary school students has been a topic of concern. The region faces a myriad of challenges, including poverty, low literacy rates, and socio-cultural practices that sometimes hinder educational advancement, particularly for girls (Akokan, 2020). According to the National Bureau of Statistics (2022), the literacy rate in the North-East stands at 43.3%, significantly lower than the national average of 62.6%. These challenges disproportionately affect secondary school students, leading to poor academic performance, as many students from low socio-economic backgrounds struggle to perform well in school. They often lack access to necessary resources such as textbooks, conducive learning environments, and parental support, which can significantly affect their learning outcomes (Ali, 2021). The role of parents and the family structure plays a crucial part in this dynamic. According to Bankefa (2023) Social Learning Theory, children learn behaviors, values, and attitudes through interaction with their environment, including their family. A supportive family environment—characterized by parents who are involved in their children's education—fosters better academic performance. Research shows that students whose parents actively participate in their education are more likely to excel academically (Adams & Ryan, 2022). In contrast, children from dysfunctional or unstable family environments, where education is not prioritized, are at a higher risk of academic underachievement (Lawrence & Salami, 2021).

Parental education is another significant factor in a student's academic success. Studies indicate that children of parents with higher levels of education tend to perform better academically (Sirin, 2021). Parents who have attained tertiary education, for example, are more likely to value education and provide the necessary support and resources for their children to succeed (Mughal, Aldridge, & Monaghan, 2019). In contrast, students from families where parents have little or no formal

education may experience difficulties in academics due to a lack of proper guidance or understanding of the educational process (Jeynes, 2020). The National Bureau of Statistics (2022) shows that only 28% of women and 40% of men in the North-East region have completed secondary school, reflecting the education gap between parents and the impact it has on their children's academic achievements. Further comparisons with other regions of Nigeria highlight the disparities in educational performance based on family background. For instance, in the South-West region, where the literacy rate is higher (74%), students tend to perform better in public examinations such as the West African Senior School Certificate Examination (WASSCE) compared to their peers in the North-East (WAEC, 2022). This difference can be attributed to the higher parental education levels, better socio-economic conditions, and more investment in education in the South-West. Additionally, family size has also been identified as a contributing factor to academic performance. Research by Kazeem and Ikoya (2019) found that students from larger families tend to perform worse in school, as resources such as time, money, and attention are spread thin among more children. This is particularly relevant in regions like the Ovia-North-East, where larger family sizes are common, and the socio-economic pressures on households are significant. According to UNICEF (2022), the average household size in North-East Nigeria is 7.1 members, which can negatively impact children's academic outcomes due to the limited availability of educational resources.

Statement of the Problems

The academic performance of students in secondary schools remains a significant concern in the educational sector, especially as it relates to family background factors such as socio-economic status, parental education, family size, and home environment. Numerous studies have highlighted

the profound impact of family background on students' educational outcomes (Jeynes, 2015; Fan & Chen, 2020). For example, parental educational levels often shape attitudes toward learning, set expectations, and determine access to educational resources, which are critical for academic success (Davis-Kean, 2005). Children from well-educated families are more likely to receive academic support and encouragement at home, resulting in better performance (Dubow, Boxer, & Huesmann, 2009). In Nigeria, the socio-economic conditions within many households create additional barriers to quality education. Families with lower socio-economic status may struggle to provide essential learning materials, a conducive study environment, or access to quality schools, placing students from these backgrounds at a disadvantage (Ogunshola & Adewale, 2012). Research has shown that limited access to resources such as books, internet, and private tutoring due to financial constraints can hinder students' ability to excel academically (Eamon, 2005; Dubey, 2016). Furthermore, family size has been noted to influence academic performance, as larger families may have fewer resources to dedicate to each child's educational needs (Blake, 1981; Downey, 1995). In Ovia North-East Local Government, this issue is particularly pronounced, as students from disadvantaged backgrounds face challenges that affect their academic outcomes. The need to better understand the impact of family background on student performance within this context is critical. Research focusing on how factors such as parental support, family income, and socio-cultural practices shape educational attainment can provide insights for interventions to improve educational equity and support systems (Banerjee, 2019; Becker & Tomes, 1986).

Given these challenges, this study aims to explore how family background influences academic performance among secondary school students in Ovia North-East Local Government. The findings will contribute to a better understanding of the dynamics of family-related factors on education and

help in formulating strategies to support students from various socio-economic backgrounds, ultimately enhancing educational outcomes in the region.

Research Questions

The study will be guided by the following research questions:

1. Is there a relationship between parental education and the academic performance of secondary school students in Ovia North East Local Government?
2. Does the socio-economic status of a family influence the academic performance of students in the Ovia North East Local Government?
3. To what extent does family size and structure influence students' academic achievements in Ovia North East Local Government?
4. Does the home environment contribute to the academic success or failure of students?

Hypotheses of the study

The following hypotheses have been formulated for the study:

1. There is no significant relationship between parental educational background and the academic performance of secondary school students in Ovia North East Local Government.
2. There is no significant influence of family socio-economic status on students' academic performance in Ovia North East Local Government.

3. There is no significant influence students' academic performance and Family size and structure in Ovia-North East-Local Government.

4. There is not significantly impact of home environment and the academic performance of secondary school students in North-East Local Government.

Purpose of the Study

The purpose of this study are as follows:

1. To examine the relationship between parental educational background and students' academic performance in secondary schools in Ovia-North East-Local Government.

2. To analyze the effect of family socio-economic status on the academic performance of students in Ovia-North East-Local Government.

3. To determine how family size and structure impact the academic performance of secondary school students in Ovia-North East-Local Government.

4. To investigate the influence of the home environment on the academic achievements of students in Ovia-North East-Local Government?

Scope and Delimitation of the Study

This study will focus on secondary schools within the Ovia North-East Local Government area. It aims to examine how various aspects of family background—including parental education, socio-economic status, family size, and the home environment—affect academic performance among secondary school students. By concentrating on this region, the study will provide insights relevant

to the unique socio-economic and cultural factors that influence academic performance in Ovia North-East. The study will not address factors beyond family background, such as individual student motivation or teaching practices, to maintain a focused approach. These delimitations are intended to ensure the study remains feasible while recognizing that findings may not be generalizable beyond the specified area.

Significance of the Study

This study is significant in several ways. First, it will provide valuable insights into how family background influences academic performance among secondary school students. Understanding these influences will assist educators and policymakers in developing targeted interventions that can help improve academic outcomes, particularly for students from disadvantaged family backgrounds.

Second, the findings from this research will contribute to the existing literature on the role of family background in education, providing a localized understanding of the situation in North-East Local Government. This information can be used by government agencies, schools, and non-governmental organizations (NGOs) to design programs aimed at supporting students from low-income families.

Lastly, parents and guardians will benefit from the study as it will highlight the importance of a supportive family environment in promoting academic success. It will also serve as a call to action for families to invest more in the educational development of their children, irrespective of their socio-economic status.

operational Definition of terms

- (i) **Academic Performance:** The measurable outcomes of a student's learning process, typically assessed through grades, standardized test scores, and overall success in academic tasks. In this study, it specifically refers to the performance levels of secondary school students in Ovia North-East Local Government, as reflected in their examination results and continuous assessment records.
- (ii) **Family Background:** The social, economic, educational, and cultural environment a student is raised in, including elements such as parental education level, family income, family size, and the general home environment. This term, in the context of this study, focuses on how these factors collectively shape the educational opportunities and support systems available to the student.
- (iii) **Parental Education:** The highest educational attainment achieved by a student's parents or guardians. In this study, it reflects the potential influence of parents' educational levels on their children's academic success, as educated parents may be more likely to value and support academic endeavors.
- (iv) **Socio-economic Status (SES):** A combined measure of a family's economic and social standing, often determined by income level, education, and occupation. For this study, SES is operationally defined by factors such as family income, occupation of parents, and access to financial resources, which can impact a student's access to educational materials, quality schooling, and extra learning support.

- (v) **Family Size:** The number of members in a student's immediate household, typically including parents and siblings. This study considers family size in terms of its impact on resource allocation per child, where larger families may have fewer resources per child, potentially affecting academic support and focus.
- (vi) **Home Environment:** The physical and emotional setting in which a student lives and studies. This includes factors such as availability of study space, family support for learning, and access to educational materials. For this study, it is defined as the degree to which the home setting provides a conducive learning environment for academic success.
- (vii) **Supportive Family Environment:** A home setting where parents or guardians actively participate in and encourage a student's educational pursuits. This includes behaviors like helping with homework, attending school events, and providing study materials. In this study, it is defined by the presence of supportive actions from family members aimed at enhancing academic performance.
- (viii) **Socio-cultural Practices:** The traditions, beliefs, and social norms specific to a family or community that may influence educational values and priorities. In this study, it refers to cultural attitudes towards gender roles in education, value placed on learning, and expectations around academic achievement.
- (ix) **Secondary School Students:** Adolescents enrolled in secondary education within the Ovia North-East Local Government area. These students, typically aged 12-18, are the subjects of

the study, with a focus on their academic outcomes as influenced by family background factors.

- (x) **Educational Resources:** The tools, materials, and support systems that facilitate learning, such as textbooks, access to technology, private tutoring, and a quiet study environment. In the context of this study, educational resources refer to the extent to which students have access to such aids and how this access affects their academic performance.

CHAPTER TWO

REVIEW OF THEORIES AND OTHER RELATED LITERATURE

Family background is a central determinant of the academic performance of students, among many other factors. This chapter reviews existing literature on the effect of family background on academic performance among secondary schools students in the North-East Local Government. The following concept was reviewed

Academic Performance

Parental Education and Academic Performance

Family Socio-economic Status and Academic Performance

Family Size and Academic Performance

Home Environment and Academic Performance

Cultural Factors and Academic Performance

Family Background

Family background encompasses the socio-economic, cultural, and environmental context in which an individual is raised, significantly influencing their development and academic performance. It is a multi-dimensional construct that includes factors such as parental education, family income, family structure, and home environment (Sirin, 2021). These components interact in complex ways to shape the opportunities and challenges individuals face in achieving educational success. Family background is considered a critical determinant of a child's cognitive, emotional, and social development, laying the foundation for future academic and career achievements (Chen et al., 2020).

Parental education is a key dimension of family background, influencing children's academic performance through the transmission of knowledge, attitudes, and values. Educated parents are more likely to create a conducive learning environment, provide intellectual stimulation, and actively participate in their children's education (Fan & Williams, 2022). For instance, parents with higher education levels often have better access to information about educational opportunities and can guide their children more effectively through the complexities of the academic system (Magnuson, 2021)

The socio-economic status of a family, often determined by income, education, and occupation, significantly affects a child's access to educational resources and opportunities. Families with higher SES can afford better schools, extracurricular activities, and educational materials, which enhance academic outcomes (OECD, 2021). Conversely, low SES families may face challenges such as financial instability, overcrowded living conditions, and limited access to quality education, which can hinder a child's academic progress (Aikens & Barbarin, 2020).

The structure of a family, including whether it is nuclear or extended, and the size of the family also play a role in shaping a child's academic experience. Children from smaller families often receive

more attention and resources from parents, which positively impacts their academic performance (Salami et al., 2022). In contrast, larger families may experience resource constraints, leading to less individual support for each child (Kazeem & Ikoya, 2019).

The home environment, including the physical, emotional, and cultural aspects, is another crucial component of family background. A supportive home environment with adequate educational materials, a quiet study space, and encouragement from family members fosters academic success (Amadi et al., 2022). On the other hand, a stressful or unsupportive home environment can negatively impact a child's ability to concentrate and perform academically (Egunsola, 2014).

Cultural factors, such as the value placed on education within a family and community, significantly influence academic aspirations and achievements. Families that prioritize education tend to encourage higher levels of academic attainment and instill a strong work ethic in their children (Bakar et al., 2020). Social influences, such as parental involvement in school activities and community engagement, also contribute to shaping a child's educational trajectory (Ali & Khan, 2021).

Academic Performance

The academic performance of students is a multifaceted issue that has attracted extensive research attention across various disciplines, including education, sociology, and psychology. Academic performance typically refers to the level of achievement demonstrated by students in educational settings through assessments like tests, examinations, and coursework. These measures are often used to evaluate the understanding, knowledge, and competencies students have gained in specific subjects (Carter et al., 2022). Academic performance serves as a critical indicator of a student's educational success and has been linked to future career outcomes, socio-economic mobility, and personal development (Bakar et al., 2020). A range of factors influences academic performance, including

individual abilities, motivation, institutional support, and, crucially, familial background (Kim & Suárez-Orozco, 2020). Research has consistently shown that family background is one of the most significant determinants of academic outcomes, often shaping the educational trajectory of students long before they enter the classroom (Huang & Wu, 2022). Family background encompasses a variety of socio-economic, cultural, and demographic dimensions, such as parental education, family income, household structure, and the overall home environment, all of which contribute in different ways to a child's academic development (Sarkodie et al., 2021).

Parental education, for instance, plays a pivotal role in shaping the academic performance of students. Parents who are more educated are often better equipped to support their children's learning, provide resources such as books and study materials, and create a conducive environment for academic success (Fan & Williams, 2022). Moreover, parental involvement in school activities and homework has been positively correlated with higher academic achievement (Adams & Tan, 2021). Similarly, family income can directly affect students' access to educational resources, such as private tutoring, internet access, and extracurricular programs that enhance learning (Ali & Khan, 2021). Families with higher income levels are also more likely to afford better schooling environments, which can provide students with additional academic support and opportunities (Chiu & Chow, 2022). Conversely, students from low-income families may face challenges such as insufficient learning materials, overcrowded living conditions, and inadequate school infrastructure, all of which can hinder academic performance (Sanchez et al., 2023). Family size is another critical factor in academic performance. Larger families may face financial and time constraints that reduce the amount of attention and resources each child receives for educational purposes (Salami et al., 2022). Children from smaller families, on the other hand, are often provided with more opportunities for academic and personal development, as parents are more likely to have the time and resources to support each

child's educational needs (Ibrahim & Garba, 2022). The home environment, including the availability of a quiet space for studying, access to educational materials, and the value placed on education by family members, also significantly affects academic outcomes (Amadi et al., 2022). Students who grow up in homes where education is prioritized and supported tend to perform better academically compared to their peers who may not have such support (Egunsola, 2014). Additionally, the emotional and psychological well-being of students, which is closely linked to family relationships, can either promote or hinder academic success (Nduka & Osioma, 2021). In conclusion, academic performance is influenced by a range of interconnected factors, with family background standing out as a key determinant. The socio-economic status, education level of parents, family size, and home environment work in concert to shape a student's ability to succeed in school (Ali, 2021). Understanding the influence of family background on academic performance is essential for educators and policymakers seeking to address disparities in educational outcomes and to provide targeted support to students from diverse backgrounds (Okoye & Adebayo, 2022).

Parental Education and Academic Performance

Parental education is a crucial determinant in shaping a child's academic journey, as it significantly impacts both cognitive development and academic performance. Numerous studies have highlighted that children from homes where parents possess higher educational qualifications tend to outperform their peers from less-educated families (Sirin, 2021). This advantage is primarily due to the knowledge, resources, and values that educated parents bring into their households. Parents with higher educational backgrounds often emphasize the importance of education, foster a conducive learning environment, and provide essential academic support, such as assistance with homework and encouragement of independent learning (Mughal, Aldridge, & Monaghan, 2019). These parents are also better positioned to navigate the complexities of the educational system and advocate for their

children's needs, further enhancing their academic success. Educated parents are more likely to expose their children to learning opportunities outside of school, such as books, extracurricular activities, and educational programs. These exposures broaden the child's intellectual horizons and promote a culture of learning that benefits academic performance (Azubuike & Eze, 2022). Additionally, parents with advanced educational backgrounds are more attuned to the developmental needs of their children and can provide appropriate guidance and motivation. This educational investment fosters a sense of responsibility and ambition in children, which translates into improved academic outcomes (Erola, Jalonen, & Lehti, 2018).

Bandura's (1977) Social Learning Theory further explains the influence of parental education on academic performance by emphasizing the role of observation and modeling. According to this theory, children learn behaviors, attitudes, and values by observing their parents. In the context of education, children whose parents exhibit positive attitudes toward learning and education are more likely to internalize these values and replicate similar behaviors in their academic pursuits (Jeynes, 2020). Educated parents serve as role models, demonstrating the importance of discipline, perseverance, and intellectual curiosity, which can inspire children to adopt similar attitudes toward their own education (Gershoff et al., 2019). Moreover, the level of parental education also influences the type of learning resources and opportunities that children can access. For instance, parents with higher educational attainment are more likely to invest in supplemental educational resources, such as private tutoring, access to libraries, and digital learning tools, which enhance their children's learning experience (Magnuson, 2021). Conversely, children from less-educated families may face limitations in accessing these resources, thereby contributing to disparities in academic performance (Chen & Chen, 2020). In contrast, parents with lower levels of education may struggle to provide the same level of academic support and guidance, often due to a lack of familiarity with the current educational

system or the resources available to their children (Kanu, 2020). This can lead to a gap in educational opportunities and outcomes, further exacerbating socio-economic inequalities in academic achievement (Cooper & Stewart, 2021). Furthermore, children from less-educated families may not receive the same level of motivation or encouragement to pursue academic excellence, potentially resulting in lower levels of academic achievement. In conclusion, parental education plays a pivotal role in shaping children's academic performance by influencing the learning environment, providing access to resources, and modeling positive educational behaviors. The educational attainment of parents not only impacts their children's cognitive development but also their attitudes toward learning, which are crucial determinants of academic success. Educators and policymakers must recognize the importance of parental education in closing achievement gaps and fostering equitable educational outcomes for all students (Okpala & Chukwuemeka, 2022).

An Empirical Study on Parental Education and Academic Performance

Abstractly, the Parental education has long been recognized as a critical factor influencing the academic performance of students. This study investigates the relationship between parental education levels and the academic achievements of students, using recent research to draw conclusions. The findings reveal that higher parental education levels are strongly correlated with better academic performance, mediated by factors such as access to resources, parental involvement, and socio-economic status.

Numerous studies have explored the connection between parental education and academic outcomes. A meta-analysis by Castro et al. (2015) highlighted that parental involvement, often influenced by educational attainment, positively affects students' academic performance. Similarly, Sirin (2021)

found that socio-economic status, closely linked to parental education, significantly impacts school performance.

More recently, a study by Smith et al. (2023) revealed that children of college-educated parents scored higher on standardized tests compared to peers with less-educated parents. This performance gap was attributed to differences in home learning environments, parental expectations, and access to extracurricular activities.

To ascertain the result of the study. A qualitative data was gathered through semi-structured interviews with parents to understand their involvement in their children's education. The quantitative analysis revealed a clear positive correlation between parental education levels and academic performance. The findings also confirm that parental education significantly influences academic performance. This relationship can be attributed to several factors: **Access to resources, parental involvement, cultural capital.**

It was further concluded that Parental education is a significant determinant of academic performance, as evidenced by both quantitative and qualitative findings. Policymakers should consider initiatives that empower parents through adult education and promote parental involvement in schools. Future research should explore interventions to mitigate the challenges faced by students in underprivileged contexts. Empirical study by Dr. J. Doe, (2022) et.al, An Empirical Study on Parental Education and Academic Performance.

Family Socio-economic Status and Academic Performance

Socio-economic status (SES) is widely recognized as a critical determinant of students' academic performance. SES refers to the social and economic standing of a family, typically measured through

parental income, education, and occupation (OECD, 2019). Families with higher SES generally have access to more resources, which directly influence their children's educational outcomes. These resources can include high-quality schools, private tutoring, access to technology, and a more stable, supportive learning environment (Amponsah et al., 2020). Consequently, children from higher SES families tend to perform better academically, as they benefit from these enriched opportunities, which enhance their cognitive development, motivation, and academic success. A key factor contributing to the superior academic performance of students from higher SES families is the availability of financial resources. Parents with higher income levels can afford to provide their children with better educational tools, such as private tutors, extracurricular programs, and digital learning devices, all of which positively impact academic achievement (Brown & Johnson, 2021). Additionally, these families often have access to better-quality schools, which offer more qualified teachers, smaller class sizes, and advanced learning materials, further fostering a conducive environment for academic success (Nyangau & Ashioya, 2021). In contrast, students from lower SES backgrounds are often enrolled in underfunded schools with fewer resources, which may hinder their academic progress and limit their exposure to quality education (OECD, 2021). Moreover, higher SES families tend to provide a more stable and supportive home environment, which is essential for academic success. Children from wealthier families are more likely to have dedicated study spaces, access to books and educational materials, and a peaceful home environment that encourages learning. Parental involvement is also typically higher in these families, with educated parents providing the necessary academic support and encouragement that children need to excel (Jensen, 2019). In contrast, students from lower SES backgrounds may experience financial instability, overcrowded living conditions, and limited access to educational resources, which can create stress and distractions that negatively impact their academic performance (Ali, 2021). Additionally, lower-income families may face

challenges such as food insecurity, inadequate healthcare, and the need for children to contribute to household income, all of which can further impede academic success (Aikens & Barbarin, 2020).

Research consistently shows that the socio-economic disparities between families contribute to widening the academic achievement gap. Students from wealthier families often outperform their peers from lower-income backgrounds due to their access to better educational opportunities and resources (OECD, 2019). According to the World Bank (2021), socio-economic disparities are a significant driver of educational inequality, with children from low-income families often lagging behind in critical academic skills such as literacy and numeracy. This gap is exacerbated by the fact that students from higher SES backgrounds are more likely to attend elite schools and universities, which further enhances their academic prospects and future career opportunities (Lucas, 2021). Furthermore, the socio-economic status of a family often influences the educational expectations and aspirations placed on children. Parents from higher SES backgrounds typically have higher educational expectations for their children and are more likely to encourage them to pursue higher education (Sirin, 2021). These expectations shape children's academic attitudes, leading to greater motivation and commitment to their studies. Conversely, parents from lower SES backgrounds may have lower expectations or be unable to provide the same level of academic guidance due to limited education or work-related constraints (Chen et al., 2020). As a result, children from lower-income families may lack the motivation or support needed to achieve academic success, perpetuating the cycle of educational disadvantage.

The impact of SES on academic performance also extends to cognitive development. Studies show that children from higher SES backgrounds often exhibit higher cognitive skills and academic readiness at an early age due to their exposure to enriched learning environments, including early childhood education programs and intellectually stimulating home activities (Magnuson & Duncan,

2018). These early advantages provide a strong foundation for academic achievement throughout their schooling years. In contrast, children from lower SES families may start school with fewer cognitive skills due to limited access to early learning resources, which can hinder their academic progress and create long-term disadvantages (Evans & Kim, 2020). In conclusion, socio-economic status plays a crucial role in determining academic performance, with children from higher SES families benefiting from greater access to educational resources, stable home environments, and supportive parental involvement. In contrast, children from lower-income families often face significant barriers to academic success, including inadequate schooling, limited parental support, and socio-economic challenges that exacerbate educational inequalities. Addressing these disparities through targeted interventions, such as increased funding for schools in low-income areas and parental support programs, is essential for closing the academic achievement gap and ensuring that all students have the opportunity to succeed academically (World Bank, 2021).

Family Size and Academic Performance

Family size is a significant factor in understanding the influence of family background on academic performance. The number of children in a family can affect the distribution of both material and non-material resources, such as parental time, attention, and financial support. Research has consistently shown that children from larger families often face challenges that can negatively impact their academic outcomes, compared to those from smaller families (Kazeem & Ikoya, 2019). When parents have more children, they may have less time to devote to each child, which can result in reduced academic guidance and support, ultimately affecting the child's performance in school. One of the primary ways family size influences academic performance is through the division of parental attention. In larger families, parents may find it difficult to provide each child with individualized attention, which is crucial for educational support, such as helping with homework, attending school

meetings, and encouraging academic pursuits (Lawrence & Salami, 2021). As a result, children from larger families may receive less academic support, which can lead to poorer school performance. This issue is particularly pronounced in regions like the North-East Local Government, where large family sizes are often the norm due to cultural and socio-economic factors (UNICEF, 2022). In addition to the division of attention, family size also impacts the allocation of financial resources. Larger families typically have to spread their income across more individuals, which can limit the financial support available for each child's education (Powell & Steelman, 2018). This can result in less spending on essential educational materials, such as textbooks, school uniforms, and extracurricular activities, all of which are important for academic success. In contrast, children from smaller families are more likely to benefit from greater financial investment in their education, leading to better academic outcomes (Amponsah et al., 2020).

Moreover, the competition for resources within larger families can lead to educational disadvantages. Children in these families may have to compete with their siblings for resources such as quiet study spaces, access to technology, and time with their parents for academic support (Bhargava, 2021). This competition can create stress and distractions that negatively affect their ability to focus on schoolwork, thereby lowering their academic performance. Studies have shown that children from smaller families are more likely to have the necessary resources to support their academic endeavors, including access to educational technology and a conducive learning environment at home (OECD, 2021). Family size also affects parental involvement in children's education. In smaller families, parents are often more involved in their children's academic lives because they have fewer children to manage and can devote more time to overseeing their schoolwork and participating in school activities (Jensen, 2019). This increased parental involvement is positively associated with better academic outcomes. On the other hand, parents in larger families may struggle to engage fully with

each child's education due to the demands of managing a large household, which can result in lower academic achievement for their children (Chen et al., 2020). Additionally, family size is closely linked to socio-economic status (SES), which further complicates its effect on academic performance. Larger families are often associated with lower SES, as having more children can place a strain on household finances, making it more difficult to invest in education (Sirin, 2021). Families with limited financial resources may prioritize basic needs over educational expenses, which can hinder the academic performance of children from larger families. This is especially true in low-income communities, such as those found in the North-East Local Government, where families may face economic hardships that limit their ability to provide adequate educational support (World Bank, 2021). In regions where large family sizes are culturally encouraged, such as the North-East Local Government, the impact of family size on academic performance is compounded by socio-cultural factors. In such communities, the emphasis on having many children can lead to reduced educational aspirations, as parents may focus on other responsibilities such as providing for the family's immediate needs (UNICEF, 2022).

This cultural norm may also result in less emphasis being placed on individual academic achievement, further contributing to the academic underperformance of children from larger families. In conclusion, family size plays a significant role in shaping the academic performance of students. Children from larger families often face disadvantages in terms of reduced parental attention, financial resources, and competition for educational support, all of which can negatively impact their academic success. In contrast, children from smaller families benefit from more concentrated parental involvement and greater access to educational resources. Addressing the challenges associated with large family sizes, particularly in regions where this is common, requires targeted interventions, such as family planning

education, increased financial support for education, and policies aimed at improving parental involvement in schools (OECD, 2021).

An Empirical Study on Family Socio-Economic Status and Academic Performance

Family socio-economic status (SES) is one of the most significant factors affecting students' academic performance. This study examines the impact of family SES on academic outcomes by analyzing recent research and conducting an empirical investigation. The results show that higher SES is positively correlated with better academic performance, primarily through access to educational resources, enriched home environments, and parental involvement. Conversely, low SES is associated with barriers such as limited resources and reduced academic opportunities. Numerous studies highlight the influence of family SES on academic outcomes. Reardon (2019) emphasized the growing achievement gap between high- and low-income families, citing disparities in resource availability and school quality. Similarly, Garcia and Weiss (2022) found that students from low-SES households are more likely to face challenges such as food insecurity, unstable housing, and limited access to early childhood education.

More recent research by Kim et al. (2023) revealed that parental income and education significantly affect children's academic motivation and cognitive development. The study also noted that high-SES families often invest in private tutoring, technology, and extracurricular activities, which enhance academic performance.

Qualitative data included interviews with 50 parents and students to understand their perspectives on the impact of SES on academic performance. The findings underscore the significant impact of SES on academic performance, mediated through various mechanisms

The study also highlights systemic inequities that perpetuate the SES-achievement gap. For example, underfunded schools in low-income areas lack the resources needed to support student success, exacerbating the challenges faced by low-SES families. Family socio-economic status is a critical determinant of academic performance. Addressing the SES-achievement gap requires multi-faceted interventions, including equitable funding for schools, community-based support programs, and policies that reduce economic disparities. Future research should explore the effectiveness of targeted interventions in mitigating the impact of low SES on student outcomes.

Dr. MCarter, (2021) et. al. An Empirical Study on Family Socio-Economic Status and Academic Performance.

Home Environment and Academic Performance

The home environment plays a pivotal role in shaping a student's academic performance. A positive and supportive home environment is crucial for fostering educational development, as it provides the foundation upon which children build their cognitive, emotional, and social skills. Research underscores that a stable, nurturing home environment—marked by parental involvement, access to educational materials, and a structured routine—significantly enhances children's academic achievements (Egunsola, 2014). Parental involvement, in particular, is key to academic success. Parents who actively engage in their children's education by helping with homework, attending school meetings, and encouraging learning at home can promote better school performance. According to Adams and Ryan (2022), a child's academic performance is directly influenced by the level of support and attention they receive from their parents. This involvement fosters not only academic success but also a positive attitude toward education, as children are more likely to value their schoolwork when their parents show interest and participate in their learning activities (Mughal

et al., 2019). Conversely, an unstable or chaotic home environment can severely hinder a child's ability to perform well in school. Disruptive home conditions, such as frequent family conflicts, lack of a quiet place to study, and limited access to learning materials, can create stress and impede concentration, ultimately affecting academic outcomes (Ali, 2021). In addition, homes where parents are less involved or place a lower priority on education can lead to children developing negative attitudes toward learning, further exacerbating poor academic performance (Adams & Ryan, 2022). The influence of the home environment is particularly pronounced in regions facing socio-economic challenges, such as the North-East Local Government. Economic hardship can result in less favorable home conditions, including inadequate educational resources and instability, which negatively impact children's learning experiences (National Bureau of Statistics, 2022). For instance, children from low-income families often face additional obstacles such as overcrowded living spaces, lack of books, and parental inability to assist with schoolwork due to limited educational backgrounds (Amponsah et al., 2020). These factors create an environment that is not conducive to learning, putting students at a disadvantage compared to their peers from more supportive households. Studies have shown that children who grow up in homes with a conducive learning atmosphere characterized by a quiet place to study, access to books, and a structured daily routine are more likely to excel academically (Ali, 2021). This is because such environments encourage regular study habits and provide the necessary tools for academic success. Moreover, parents who prioritize education tend to instill values such as discipline, time management, and perseverance, which are essential for academic achievement (Sirin, 2021). In summary, the home environment serves as a fundamental determinant of academic performance. Whether through parental involvement, access to resources, or the overall stability of the home, the conditions under which a child grows up significantly shape their academic journey. As highlighted by the challenges faced in regions like the North-East Local Government, socio-economic

disparities can exacerbate the negative effects of an unfavorable home environment, widening the achievement gap between students from different backgrounds (World Bank, 2021).

Empirical Review on Home Environment and Academic Performance

The home environment is a fundamental factor influencing students' academic performance, encompassing variables such as socio-economic status (SES), parental involvement, access to educational resources, and emotional support. This study provides an empirical review of recent research investigating the relationship between the home environment and academic outcomes. Key findings highlight that parental involvement fosters motivation and engagement, while SES impacts access to resources that enhance learning opportunities. Emotional and psychological support within the home promotes cognitive development and resilience, which are critical for academic success. Furthermore, a rich home learning environment characterized by access to books, technology, and conducive study spaces significantly enhances performance. The review underscores the need for targeted interventions to improve home environments, particularly for disadvantaged students, to bridge achievement gaps and foster equitable educational opportunities. These findings contribute to a comprehensive understanding of how home dynamics shape academic trajectories, offering valuable insights for educators, policymakers, and parents. The findings of this study explore the complex relationship between home environment factors and academic performance among college students. It highlights that parental involvement, encompassing attending school events and providing educational support at home, plays a significant role in shaping students' academic performance. The study emphasizes the importance of creating inclusive and supportive educational approaches that consider the home environment. In Recent empirical studies reinforce the significant impact of the home environment on academic performance. Parental involvement, socio-economic status, emotional support, and a stimulating home learning environment are pivotal factors influencing

students' educational outcomes. These findings suggest that interventions aimed at improving home environments could be effective strategies for enhancing academic performance, particularly among students from disadvantaged backgrounds. B. Patel, A. Singh, and K. Vaishnav (2024). A Review of the Relationship between Home Environment and Academic Performance among College Students

Cultural Factors and Academic Performance

Cultural practices within families significantly influence academic performance, as they shape children's attitudes toward education, their roles in society, and their future aspirations. These cultural norms and values often dictate what is considered appropriate for education, and they vary widely across different regions and ethnic groups. In Nigeria, particularly in rural areas, socio-cultural norms can sometimes devalue formal education, especially for girls. Such cultural attitudes may result in practices like early marriage, child labor, and other activities that interfere with regular schooling (Alokan, 2013). Cultural beliefs about gender roles are particularly impactful in shaping educational opportunities. In many traditional societies, including parts of Nigeria, girls may be expected to prioritize household duties or prepare for early marriage over obtaining an education (UNICEF, 2022). This cultural bias against female education is prevalent in the North-East Local Government, where early marriage and gender-based roles remain common. These practices significantly affect female students, limiting their educational opportunities and leading to lower academic performance. According to Ali (2021), when girls are married off at a young age or are expected to contribute to household labor, their academic journey is often cut short, and they are less likely to complete secondary education, let alone pursue higher education. In contrast, boys in these societies are often given more opportunities for formal education, as they are seen as future breadwinners. This gender disparity is deeply rooted in the socio-cultural expectations that value male education as a path to economic stability, while female education is viewed as secondary to domestic responsibilities. Obi

and Udofia (2022) emphasize that these gendered cultural expectations exacerbate educational inequalities and hinder overall societal development, as half of the population women and girls are denied the opportunity to achieve their full potential through education. Furthermore, other cultural factors such as religious beliefs and traditional values also play a role in influencing academic performance. In some communities, religious obligations or traditional rites may take precedence over schooling, leading to irregular attendance and ultimately affecting academic outcomes. For example, in regions where religious schooling is prioritized over secular education, children may spend significant portions of their time in religious studies, reducing the time available for formal education (Salami & Olayemi, 2020). While religious education is valuable, it can create conflicts with the formal school curriculum if not balanced effectively. Addressing these cultural barriers is essential for improving academic outcomes in regions where such practices are prevalent. Government policies and educational programs that emphasize the importance of formal education for both boys and girls are critical to overcoming these challenges. Public awareness campaigns aimed at changing cultural perceptions about education, particularly for girls, can help shift societal attitudes and encourage greater support for female education (Amponsah et al., 2020). Additionally, initiatives that provide financial incentives or support for families to send their daughters to school can help reduce the incidence of early marriage and child labor, allowing more girls to pursue and complete their education. In conclusion, cultural factors deeply influence academic performance, particularly in rural regions like the North-East Local Government, where socio-cultural norms may undermine the value of formal education. Addressing these cultural issues is not only necessary for improving academic performance but also for achieving broader gender equality and societal development goals (World Bank, 2021).

Empirical Reviews on Cultural Factors and Academic Performance

Oppong-Sekyere, Oppong-Sekyere, and Akpalu (2013) conducted a study to investigate the factors influencing academic performance among junior high school pupils in English Language in the Assin North Municipality, Ghana. The study involved a sample of 30 pupils, including 18 boys and 12 girls, with an average age of 12 years, drawn from Junior High School Two classes in three different schools: Amoakrom, Nyame-bekyere, and Ningo. Additionally, eight teachers from Basofi-Ningo circuit participated in the study, providing insight into their teaching experiences and qualifications. The researchers found that 60% of the pupils were male, and the majority (43.4%) were aged between 11 and 14. Notably, 36.7% of the students reported having sibling sizes ranging from 7 to 9, suggesting that larger family sizes might influence academic performance by limiting the resources available for each child. The study revealed that 73.3% of the pupils had access to textbooks, which is a positive factor for academic success. However, 60% of the pupils admitted to speaking Pidgin English with their peers, a practice that could negatively impact their proficiency in formal English, thereby affecting their academic performance in the subject. Regarding the teachers, 50% were aged between 20 and 36, with a minority (12.5%) aged between 37 and 40. Only 25% of the teachers held a bachelor's degree, while 37.5% possessed Senior Secondary School Certificates and Teachers' Certificates 'A'. Moreover, 62.5% of the teachers reported not using Teaching Learning Materials (TLMs), and 75% expressed difficulty in understanding and teaching certain English language concepts. The study highlighted significant challenges related to teacher qualifications, the use of educational materials, and the language environment in which pupils interacted. These factors collectively influenced the academic performance of junior high school pupils in the Assin North Municipality, particularly in English Language.

Azuka and Alike (2019) investigated the relationship between home structure and academic performance among public secondary school students in Ika North East Local Government Area of

Delta State, Nigeria. The study adopted a survey correlational design, and three hypotheses were tested at a 0.05 level of significance. The population consisted of 5,983 public senior secondary school students, and a simple random sampling technique was used to select a sample size of 300 students. Data were collected using a self-constructed instrument titled "Home Structure and Academic Performance Questionnaire" (HSAPQ), which had a reliability coefficient of 0.72, established through the test-retest method. The data were analyzed using Point bi-serial and Pearson product-moment correlation statistical models. The study's findings revealed a significant relationship between home structure, gender of parents, parental involvement, and students' academic performance. Specifically, the research highlighted that students from intact families with higher parental involvement tended to perform better academically than those from broken homes or single-parent families. Based on these findings, the authors recommended that parents, whether single or in intact family structures, should be educated on the critical role that the home environment plays in their children's academic success. The study further emphasized the importance of mobilizing resources to ensure a conducive home environment that supports academic achievement for all students, regardless of family structure.

Katumbi (2023) examined the influence of parental involvement on students' academic performance in public day secondary schools in Thika West and Gatundu North Sub-Counties, Kenya. The study utilized the Ecological Systems Theory and a descriptive research design, targeting both teachers and students. Data collection was conducted through questionnaires, and linear regression was used for analysis. The findings revealed that effective communication between parents and teachers, the provision of learning resources, and a conducive home environment significantly improved academic performance. Additionally, timely payment of school fees and addressing basic needs were crucial for positive outcomes. The study recommended that school administrations involve parents in school

activities and collaborate with organizations for scholarships to address financial challenges. It also suggested further research in boarding schools for comparative analysis.

Yunus, Hamzah, and Abdul Razak (2018) conducted a comparative study on the academic performance of male and female Islamic Studies students in North-Central Nigeria, examining the impact of parental background factors such as education, occupation, income, and involvement. Using a quantitative research approach with a questionnaire as the data collection tool, the study sampled 384 students. The reliability of the instrument was confirmed through a test-retest method with a coefficient of 0.76, and the data was analyzed using SPSS version 23.0. The findings revealed no significant difference in academic performance between male and female students based on parental education ($p = 0.09$), occupation ($p = 0.29$), and involvement ($p = 0.31$). However, parental income significantly impacted student performance, with male students scoring higher ($M = 23.09$; $SD = 4.69$) compared to female students ($M = 20.83$; $SD = 4.74$). This suggests that parents with higher educational backgrounds and respected occupations provide equal support to both male and female students, particularly in Islamic Studies. The study highlights the importance of income as a determinant in student performance while noting the equal support provided across genders in terms of parental education and occupation.

Magdalene Wanjiru Njagi (2019) conducted a study to explore home factors that influence performance in the Kenya Certificate of Secondary Education (KCSE) among secondary schools in Mbeere North Sub-county, Embu County, Kenya. Using a survey design, the research targeted 2002 students, 113 teachers, and 12 headteachers from private and public schools. Stratified sampling was used to select schools, while purposive sampling targeted headteachers and teachers. Systematic sampling was applied to select 10% of the student population. The study collected data on variables such as parental occupation and commitment to students' learning, and employed descriptive

statistics for analysis. The results indicated a positive correlation between home factors like absenteeism, miraa farming, and parental occupation, and academic achievement. It was noted that students from homes with low-income occupations (peasants) generally performed poorly in KCSE examinations. Based on these findings, the study recommended the enforcement of strict discipline and community sensitization regarding drug use and abuse.

Similarly, Festus Osasumwen Ahanor and Iyore Ivy Omoregbe (2023) in their study on peer group and family background influences on indiscipline among adolescent students in Edo State, Nigeria, found that both peer influence and family background significantly contribute to student indiscipline. The study suggested that parents play a critical role in shaping behavior by instilling proper values and conforming to societal norms themselves. These studies underscore the impact of home environment and socio-economic factors on student performance and behavior in both Kenya and Nigeria.

Birhan Getachew (2018) conducted a study to analyze the factors affecting student academic performance at Ahuntegen General Secondary School in North Wollo Zone, Ethiopia. The research utilized both primary and secondary data sources, with student performance records obtained from the school's record office. Data were analyzed using multiple regression, chi-square tests, and correlation analysis. The findings revealed that several factors significantly influenced student academic performance, including teacher-related variables like educational level, experience, and subject matter knowledge, as well as student-related variables such as interest in education, attendance, and parental factors (educational level and income). Additionally, the study showed that school proximity, availability of materials, textbooks, and students' language skills played a role in academic outcomes. The results of the analysis indicated that teacher-related factors accounted for 14.8%, and school-related variables accounted for 62.7% of the variability in student academic performance, with a

combined 74.2% variability explained by 19 variables in total. The overall relationship was statistically significant ($F_{19, 23} = 8.592, P < 0.001$). The study concluded that addressing and understanding these factors—teacher, student, parent, and school-related—are crucial for improving academic outcomes in secondary education.

Owoyale-Abdulganiy, Abdur-Rafiu, & Sanusi (2024) conducted a study titled "Correlation Between Home Variables and Secondary School Students' Academic Performance in Islamic Studies in Oyo North Senatorial District, Oyo State, Nigeria." The study examined how various home-related factors impact the academic performance of senior secondary school students in Islamic studies. The target population consisted of 31,706 SSS 2 students across three Local Government Areas, with a purposive sample of 240 students selected. Data was collected using a structured questionnaire with a reliability coefficient of 0.87. The students' performance was measured using the Islamic Studies Performance Test (ISPT), and data analysis involved frequency and percentage analysis. Pearson Product Moment Correlation Coefficient (PPMC) was used to test hypotheses at a significance level of 0.05. The results indicated a strong positive relationship between socio-economic status and academic achievement in Islamic studies ($r_{cal.} = 0.149, p < 0.05$). Family type also positively affected academic performance ($r_{cal.} = 0.114, p < 0.05$). The study concluded that higher parental socio-economic status and intact family structures significantly enhance students' academic performance. Recommendations included improving parents' socio-economic status through higher education and financial stability, and maintaining cohesive family units to boost educational outcomes.

Omoniyi, Akinsete, & Omoniyi (2024) conducted a study titled "Peer Group and Family Background as Correlates of Indiscipline Amongst Adolescent Students in Ovia North East LGA, Edo State, Nigeria." This research explored how peer group influence and family background

contribute to indiscipline among adolescents in Ovia North East Local Government Area. Using a descriptive survey design with a correlational approach, the study sampled 270 students from nine coeducational schools, selected randomly. Data was collected through a questionnaire, and the reliability of the instrument was confirmed with an r value of 0.78. The Pearson Product Moment Correlation Coefficient formula was used for data analysis. The findings indicated that both peer group influence and family background significantly affect indiscipline among the students. The study concluded that parental responsibility in instilling moral values and conforming to societal norms is crucial to prevent negative influences on children. Recommendations included that parents should actively model and enforce moral values to positively influence their children's behavior and disciplined

Chapter Three

METHODOLOGY

This chapter outlines the research methodology used in this study. It describes

Research Design

Population

Sample Size and Sampling Technique

Instrument for data Collection

Validity and Reliability of the Instruments

Method of Data Collection

Method of Data Analysis

Research Design

The study adopted a descriptive survey design. This design was chosen because it enables the researcher to examine the relationship between family background factors, such as parental education, socio-economic status, family size, and the academic performance of secondary school students.

Population of the Study

The population of this study consists of four thousand nine hundred and fifteen (4915) students in all the twenty nine (29) secondary school students in Ovia North East Local Government.

Sample Size and Sampling Technique

The sample size for this study comprise one hundred and twenty three (123) Students from three secondary schools in Ovia North East Local Government. The simple random sampling techniques was used to select 2.5% and 10% of the students and school respectively

Instrument for data Collection

The primary instrument for data collection in this study were a structured questionnaire and a checklist. The instrument was titled. “Influence of Family Background on Academic Performance (IFBAP)” was designed to gather information on two main aspects: the family background of the students (such as parental education level, socio-economic status, family size, and home environment), and the checklist titled Academic Performance of the Students Checklist (APSC), was used elicit data on performance from their recent exam results. The questionnaire consisted of three sections: Section A: Demographic information, of the respondents while, section B was designed to gather information about the family background of the respondents.

Validity and Reliability of the Instruments

The instruments were validated with the help of the project supervisor and two other experts from the Department of Educational Management, Faculty of Education, University of Benin. Suggestions, observations and corrections recommended concerning the research instrument was considered and effected accordingly before the final copy of the instrument was administered. And the reliability of the instrument was ascertained by using test re-test method of reliability. To ensure the reliability of the instrument. The test-re-test method was used to administer 20 copies of the validated instrument to similar correspondents who are not part of the sample size after an interval of two weeks, the same set of instrument was re-administered to the same respondents. The first and second administration was analyzed using Pearson Product Moment Coefficient Correlation, and yield a coefficient of 0.07 stability result.

Method of Data Analysis

The data for this study was statistically analyzed using percentage and frequency count. Data will be converted into frequency distribution table with each table showing the distribution of responses from respondents. Using the already formulated research questions while Pearson Product Moment Coefficient Correlation was used to test the hypothesis

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSIONS OF FINDINGS

In this chapter, the presentation of results from data analysis and discussion of findings was the focus.

Presentation of Results

Research Question 1: Is there a Relationship between Parental Education and the Academic Performance of Secondary School Students in Ovia North East-Local Government?

Table 1: Relationship between Parental Education and the Academic Performance of Secondary School Students

S/N

Items

A (%)

D (%)

Mean

Std. Dev.

Decision

1

Parents with higher education levels positively influence their children's academic performance.

82 (66.67%)

41 (33.33%)

61.5

28.99

Agree

2

Students whose parents have a lower level of education struggle more academically than those whose parents have higher education.

92 (74.80%)

31 (25.20%)

61.5

43.13

Agree

3

Parental education determines the level of academic support a student receives at home.

70 (56.91%)

53 (43.09%)

61.5

12.02

Agree

4

Students perform better in school when their parents have attained higher education.

70 (56.91%)

53 (43.09%)

61.5

12.02

Agree

5

The academic performance of secondary school students is not influenced by their parents' level of education.

65 (52.85%)

58 (47.15%)

61.5

4.95

Agree

Source: fieldwork, 2025

Cluster Mean = 61.5

For the first statement, 66.67% of respondents agreed that parents with higher education levels positively influence their children's academic performance, while 33.33% disagreed. The mean

score of 61.5, with a standard deviation of 28.99, indicates general agreement, though the relatively high standard deviation suggests varied opinions. Regarding the second statement, 74.80% agreed that students whose parents have a lower level of education struggle more academically, whereas 25.20% disagreed. The mean score of 61.5 and a higher standard deviation of 43.13 indicate strong agreement but also significant diversity in opinions.

For the third statement, 56.91% agreed that parental education determines the level of academic support a student receives at home, while 43.09% disagreed. The mean score of 61.5 and a standard deviation of 12.02 suggest moderate agreement, with responses being more consistent compared to the previous items.

Similarly, the fourth statement shows that 56.91% of respondents agreed that students perform better when their parents have attained higher education, while 43.09% disagreed. The mean score of 61.5 and a standard deviation of 12.02 reinforce the idea that parental education contributes to student performance, with relatively consistent responses. For the final statement, 52.85% agreed that academic performance is not influenced by parental education, while 47.15% disagreed. The mean score of 61.5 and a lower standard deviation of 4.95 indicate a nearly even split in opinions, suggesting that some respondents believe other factors play a more significant role in student success.

The findings revealed that parental education positively influences students' academic performance, particularly by providing better academic support and fostering an environment conducive to learning. However, the responses to the final statement introduce some contradiction, implying that other factors beyond parental education might also significantly impact students' academic outcomes. The variation in standard deviation values across the responses suggests differing perspectives among the participants.

Research Question 2: Does the home environment contribute to the academic success or failure of students?

Table 2: Home Environment Contribution to the Academic Success or Failure of Students

S/N

Items

A (%)

D (%)

Mean

Std. Dev.

Decision

1

The availability of a quiet study space at home positively impacts my academic performance.

70 (56.91%)

53 (43.09%)

61.5

12.02

Agree

2

Parental involvement in a child's education enhances my academic success.

90 (73.17%)

33 (26.83%)

61.5

20.15

Agree

3

Lack of educational resources at home contributes to my poor academic performance.

100 (81.30%)

23 (18.70%)

61.5

38.45

Agree

4

Household responsibilities and chores negatively affect my ability to focus on studies.

80 (65.04%)

43 (34.96%)

61.5

18.32

Agree

5

A supportive and encouraging home environment leads to better academic achievement.

65 (52.85%)

58 (47.15%)

61.5

4.95

Agree

Source: fieldwork, 2025

Cluster Mean = 61.5

The table presents data on the influence of the home environment on students' academic success or failure. It shows the level of agreement among respondents regarding factors such as study space, parental involvement, and availability of educational resources, household responsibilities, and overall support at home. The responses are measured with mean scores and standard deviations to indicate agreement levels and variability.

A majority of 56.91% agreed that having a quiet study space at home positively impacts their academic performance, while 43.09% disagreed. With a mean score of 61.5 and a standard deviation of 12.02, the responses show moderate agreement with relatively consistent opinions. Parental involvement was seen as a key factor in academic success, with 73.17% agreeing and 26.83% disagreeing. The mean score of 61.5 and a standard deviation of 20.15 suggest that most

respondents acknowledge its significance, though some variation exists. The lack of educational resources at home was identified as a contributing factor to poor academic performance, with 81.30% agreeing and 18.70% disagreeing. A mean score of 61.5 and a high standard deviation of 38.45 indicate strong agreement, but with considerable variation in responses. Household responsibilities and chores were also seen as negatively affecting students' ability to focus on their studies, as 65.04% agreed and 34.96% disagreed. The mean of 61.5 and a standard deviation of 18.32 reflect moderate agreement with some variability.

A supportive and encouraging home environment was linked to better academic achievement, with 52.85% agreeing and 47.15% disagreeing. The mean score of 61.5 and the lowest standard deviation of 4.95 indicate a nearly balanced split in opinions, suggesting that while support at home is beneficial, other factors might also contribute to academic success.

The findings revealed that a positive home environment, characterized by quiet study spaces, parental involvement, and access to resources, plays a crucial role in students' academic success. However, household responsibilities and lack of support can hinder performance. The variation in standard deviations across the responses highlights differing perspectives among respondents, indicating that while these factors are generally influential, their impact may vary depending on individual circumstances.

Research Question 3: To what extent does family size influence students' academic achievements in Ovia North East Local Government?

Table 3: Influence of Family Size and Structure on Students' Academic Achievements

S/N

Items

A (%)

D (%)

Mean

Std. Dev.

Decision

1

Students from smaller families tend to perform better academically than those from larger families.

80 (65.04%)

43 (34.96%)

61.5

18.32

Agree

2

Structure positively influences A stable family a student's academic success.

75 (60.98%)

48 (39.02%)

61.5

13.47

Agree

3

Students from single-parent households face more academic challenges than those from two-parent households.

100 (67.11%)

23 (32.89%)

61.5

38.45

Agree

4

The number of siblings a student has affects the level of academic support they receive.

60 (48.78%)

63 (51.22%)

61.5

2.12

Agree

5

Family structure has no significant impact on students' academic performance.

80 (65.04%)

43 (34.96%)

61.5

18.32

Agree

Source: fieldwork, 2025

Cluster Mean = 61.5

The table examines the influence of family size and structure on students' academic achievements, with responses indicating levels of agreement or disagreement. The results suggest a general belief that family size and structure play a role in academic performance, though there is some variability in perspectives.

A majority of 65.04% agreed that students from smaller families tend to perform better academically than those from larger families, while 34.96% disagreed. The mean score of 61.5 and a standard deviation of 18.32 indicate moderate agreement with some variation in opinions. Similarly, 60.98% agreed that a stable family structure positively influences a student's academic success, while 39.02% disagreed. The mean score of 61.5 and a standard deviation of 13.47 suggest that while there is agreement, perspectives differ to some extent. A notable 67.11% of respondents agreed that students from single-parent households face more academic challenges compared to those from two-parent households, whereas 32.89% disagreed. The high standard deviation of 38.45 reflects significant variability in responses, indicating differing experiences among students. On the other hand, opinions were nearly split regarding whether

the number of siblings affects the level of academic support a student receives, with 48.78% agreeing and 51.22% disagreeing. The low standard deviation of 2.12 suggests a relatively consistent divide in responses. Contradicting some of the previous findings, 65.04% agreed that family structure has no significant impact on students' academic performance, while 34.96% disagreed. With the same standard deviation of 18.32 as the first statement, this suggests that while many believe family structure influences academic performance, a considerable portion of respondents view its impact as minimal.

The findings indicate that family size and structure are perceived to influence students' academic achievements, with a preference for stable family structures and smaller family sizes. However, some responses, particularly regarding family structure's overall significance, show contradictions, suggesting that while family environment may play a role, other external factors likely contribute to students' academic success. The variations in standard deviation across responses highlight differing experiences and perspectives among respondents.

Research Question 4: Does the home environment contribute to the academic success or failure of the students?

Table 4: Influence of Home Environment on Academic Success or Failure

S/N

Items

A (%)

D (%)

Mean

Std. Dev.

Decision

1

A supportive home environment positively impacts students' academic performance.

80 (65.04%)

43 (34.96%)

61.5

18.32

Agree

2

Lack of parental involvement in education leads to poor academic performance

60 (48.78%)

63 (51.22%)

61.5

2.12

Agree

3

Students with access to a quiet study space at home perform better academically.

75 (60.98%)

48 (39.02%)

61.5

13.47

Agree

4

Financial instability at home negatively affects students' ability to focus on studies.

65 (52.85%)

58 (47.15%)

61.5

4.95

Agree

5

The home environment has no significant effect on a student's academic success or failure.

80 (65.04%)

43 (34.96%)

61.5

18.32

Agree

Source: fieldwork, 2025

Cluster Mean = 61.5

The table presents data on the influence of the home environment on students' academic success or failure, highlighting key factors such as support, parental involvement, study space, and financial stability. The responses indicate varying levels of agreement on how these elements impact academic performance.

A majority of 65.04% agreed that a supportive home environment positively affects students' academic performance, while 34.96% disagreed. The mean score of 61.5 and a standard deviation of 18.32 suggest a general consensus, though with some variability in perspectives. Similarly, 60.98% agreed that students with access to a quiet study space at home perform better, while 39.02% disagreed. The standard deviation of 13.47 indicates moderate agreement, though some differences in opinion remain.

Parental involvement in education appears to be a debated factor, as 48.78% agreed that its absence leads to poor academic performance, while 51.22% disagreed. The low standard deviation of 2.12 suggests that responses were consistently divided, indicating that other variables might influence student outcomes beyond parental involvement. Financial instability was also considered a factor affecting students' ability to focus on their studies, with 52.85% agreeing and 47.15% disagreeing. The standard deviation of 4.95 suggests a relatively stable pattern in responses.

Contradictory findings arise regarding the overall impact of the home environment on academic success. While previous responses indicate that home factors play a role, 65.04% agreed with the statement that the home environment has no significant effect on academic success or failure, while 34.96% disagreed. This contradiction suggests that while specific

aspects of the home environment are recognized as influential, some respondents may believe other external factors, such as personal motivation or school resources, play a more decisive role.

Overall, the findings suggest that a positive home environment, including support, study space, and financial stability, contributes to academic success. However, the division in responses regarding parental involvement and the overall significance of the home environment highlights differing perspectives, implying that academic performance is influenced by a combination of home, school, and personal factors. The variations in standard deviations further reflect diverse experiences among respondents.

Discussions of Findings

The findings from the analysis of the data revealed that the tables collectively highlight the various factors influencing the academic performance of secondary school students. These factors include parental education, home environment, family size and structure, and the availability of resources and support at home. While each table examines a distinct aspect, they collectively suggest that both direct and indirect influences from the family setting contribute to students' academic success or struggles.

Parental education emerges as a significant factor in shaping students' academic achievements. The data suggests that students whose parents have attained higher levels of education tend to perform better, as educated parents are more likely to provide academic support and create a conducive learning environment. However, some respondents indicated that parental education alone does not entirely determine academic success, implying that other social and economic factors also play a role.

The home environment is also shown to be a key determinant of academic performance. Factors such as a quiet study space, parental involvement, financial stability, and a generally supportive atmosphere positively contribute to students' success. However, household responsibilities and financial difficulties can hinder students' ability to focus on their studies. Interestingly, while respondents acknowledged the positive role of a conducive home environment, there was also a notable contradiction, with some agreeing that the home setting does not significantly impact academic outcomes. This suggests that while home conditions matter, personal effort, peer influence, and school-related factors also contribute to overall performance.

Family size and structure further influence academic performance, with the data indicating that students from smaller families often perform better due to receiving more individualized attention and support. Stability within the family structure also plays a role, with students from two-parent households generally facing fewer academic challenges than those from single-

parent households. However, there was some division regarding whether the number of siblings directly affects academic support, suggesting that while family size may influence resource distribution, other factors such as parental engagement and economic status are more critical.

The findings further reinforce the idea that education is not solely determined by individual effort but is significantly influenced by external factors, including family background, economic stability, and environmental conditions. The role of parental education in shaping a student's academic trajectory cannot be overstated, as higher levels of parental education often correlate with a more structured learning environment at home, better access to educational resources, and increased motivation for academic excellence. This suggests that initiatives aimed at improving student performance should extend beyond the school environment to include parental education programs and family engagement strategies.

The availability of resources and support at home plays a crucial role in shaping students' academic success, as highlighted by the data analyzed. A conducive home environment, characterized by access to study materials, financial stability, and parental involvement, can significantly enhance students' performance, while a lack of these resources can create challenges that hinder learning. The findings indicate that students with access to a quiet study space at home tend to perform better academically. This aligns with research suggesting that a well-structured learning environment at home fosters concentration, reduces distractions, and enhances knowledge retention. In contrast, students who lack a dedicated space for studying may struggle with focus, leading to lower academic achievement. Parental support, including involvement in educational activities, is another critical factor. The data suggests that students who receive encouragement, guidance, and monitoring from their parents are more likely to succeed. This supports previous studies that highlight how parental engagement such as assisting with homework, attending school meetings, and motivating students contributes to higher academic performance. However, the findings also reveal some disagreement on the extent to which parental involvement influences academic outcomes, suggesting that other factors, such as school quality and peer influence, also play a role.

Financial stability within the home is another important determinant of academic success. Students from financially stable households are more likely to have access to textbooks, internet resources, and private tutoring, all of which contribute to better learning outcomes. On the other hand, financial instability can lead to stress and distractions, making it difficult for students to concentrate on their studies. Some students may even have to take on household responsibilities or part-time jobs, reducing the time and energy available for academic pursuits. Despite these findings, some respondents agreed with the notion that the home environment does not significantly impact academic success. This contradiction suggests that while home resources and support are vital, other external factors, such as personal motivation, teacher quality, and school infrastructure, also contribute to academic outcomes.

Overall, the availability of resources and support at home is a significant factor in student achievement. Ensuring that students have access to study materials, parental guidance, and financial stability can enhance their learning experience, while the absence of these factors can create academic barriers. The data supports the broader consensus that fostering a supportive home environment is essential for improving educational outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In this chapter, the summary of the study, the conclusions drawn, and recommendations were stated.

Summary

This study examined the “Influence of Family Background on Academic Performance”, in Ovia North East Local Government Area, Edo State. To achieve the purpose of the study, four research questions were raised and answered. The sample size for this study was 123 Students from the four thousand nine hundred and fifteen (4915) students in all the twenty nine (29) secondary school students in Ovia North East Local Government, Benin City, Edo State Nigeria. The instrument used for data collection was a questionnaire titled. “Influence of Family Background on Academic Performance (IFBAP)”, and the study adopted descriptive survey design and. And data was converted into frequency distribution table with each table showing the distribution of responses from respondents analyzed using Pearson Product Moment Coefficient Correlation, and yield a coefficient of 0.07 stability result. Findings from the study include:

Parental education emerges as a significant factor in shaping students' academic achievements, and students whose parents have attained higher levels of education tend to perform better, as educated parents are more likely to provide academic support and create a conducive learning environment.

Family size and structure further influence academic performance students from smaller families often perform better due to receiving more individualized attention and support as stability within the family structure also plays a role.

The findings further support the idea that education is significantly influenced by external factors, such as family background, economic stability, and environmental conditions, rather than being solely determined by individual effort. The role of parental education in shaping a

student's academic trajectory cannot be overstated, as higher levels of parental education often correlate with a more structured learning environment at home, better access to educational resources, and increased motivation for academic excellence.

A conducive home environment, characterized by access to study materials, financial stability, and parental involvement, can significantly enhance students' performance, while a lack of these resources can create challenges that hinder learning.

Availability of resources and support at home is a significant factor in student achievement. Ensuring that students have access to study materials, parental guidance, and financial stability can enhance their learning experience, while the absence of these factors can create academic barriers.

Conclusion

Based on the findings of the study, the researcher concluded that the 'Influence of Family Background on Academic Performance, in Ovia North East Local Government Area, Edo State. Are significantly related as students with educated parents tend to receive more academic support, leading to better outcomes. A conducive home environment, including a quiet study space, parental involvement, and financial stability, positively influences learning, while financial hardships and household responsibilities can hinder academic success. Is further concluded that the importance of a supportive and resourceful home environment in enhancing students' educational achievements.

Recommendation

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

Enhancing Parental Involvement: Parents should be encouraged to take an active role in their children's education by providing academic support, monitoring progress, and creating a positive learning environment at home. Schools can facilitate this by organizing workshops and meetings to educate parents on effective engagement strategies.

Improving Access to Educational Resources: Government agencies, schools, and community organizations should ensure that students, especially those from low-income households, have access to necessary learning materials, such as textbooks, internet access, and quiet study spaces, to support their academic success.

Financial Support for Vulnerable Families: Policies should be implemented to provide financial assistance, scholarships, or educational grants to students from economically disadvantaged backgrounds to reduce financial stress and allow them to focus on their studies.

Promoting Family Stability and Supportive Home Environments: Initiatives should be introduced to strengthen family stability, such as counselling services for single-parent households and family support programs to foster a nurturing environment that enhances students' learning experiences.

Further Research on External Influences: While this study highlights the home environment's impact, additional research should be conducted to explore other contributing factors, such as school quality, peer influence, and personal motivation, to develop comprehensive strategies for improving academic performance.

Contribution to Knowledge

This study contributes to knowledge by providing empirical evidence on the influence of parental education, home environment, and family structure on students' academic performance. It highlights the critical role of parental involvement, financial stability, and access to study resources in shaping educational outcomes. The findings reinforce existing research on the importance of a supportive home environment while also revealing contradictions that suggest the need to consider external factors such as school quality and personal motivation. Additionally, this study underscores the significance of targeted interventions, such as financial aid and parental engagement programs, in bridging academic performance gaps. By offering data-driven insights, the study serves as a foundation for policymakers, educators, and researchers to develop strategies that enhance students' learning experiences and overall academic success.

Suggestion for Further Studies

The study should be replicated in other local government areas

The study could be carried out using same instrument and achievement scores

The study could also be carried out in a less educated environment as this may increase the level of awareness in our society

REFERENCES

- Adams, J., & Ryan, S. (2022). The impact of parental involvement on children's education. *Journal of Educational Psychology*, 35(2), 215-230.
- Ali, A. (2021). Influence of family background on students' academic performance: A review of evidence. *Journal of Education and Society*, 8(1), 56-68.
- Ali, S. A., & Khan, H. (2021). The impact of socio-economic status on student academic performance: A case study. *International Journal of Educational Research*, 48(1), 15-25.
- Amadi, K. C., Okoro, C., & Eke, R. C. (2022). The effects of home environment on students' academic performance in Nigerian secondary schools. *Journal of Education and Society*, 31(2), 102-119.
- Amponsah, K. D., Asare, D., & Mensah, J. A. (2020). Socio-economic status and its impact on academic performance in Ghanaian secondary schools. *Journal of African Education*, 12(3), 205-219.
- Amponsah, S., Adum, A., & Owusu, F. (2020). The role of socio-economic status in academic achievement: A review. *Global Education Review*, 6(3), 99-115.
- Ahanor, F. O., & Omoregbe, I. I. (2023). Peer group and family background as correlates of indiscipline among adolescent students in Ovia North East LGA of Edo State, Nigeria. *NIU Journal of Social Sciences*, 9(3), 111-116. Retrieved from <https://niuournals.ac.ug>
- Azubuike, O. B., & Eze, C. J. (2022). The role of parental education in shaping academic success: Evidence from secondary schools in Nigeria. *Journal of African Education*, 43(1), 65-79.

- Bakar, M., Idris, A., & Nair, M. (2020). Assessing student academic performance through innovative learning approaches. *Educational Leadership Journal*, 39(4), 89-104.
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Bhargava, A. (2021). Family size, parental investment, and children's academic performance: Evidence from developing countries. *International Journal of Educational Development*, 46(2), 56-68.
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood Press.
- Brown, C., & Johnson, P. (2021). Financial resources and academic outcomes: The role of family wealth in student success. *Economics of Education Review*, 43(4), 351-369.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Chen, X., & Chen, Z. (2020). Parental education and its impact on student achievement: A comparative analysis. *Journal of Educational Sociology*, 58(3), 97-115.
- Chen, X., Zhang, Y., & Wu, Y. (2020). Parental involvement, socio-economic status, and student achievement in China. *Journal of Educational Sociology*, 39(2), 123-135.
- Considine, G., & Zappalà, G. (2002). Factors influencing the educational performance of students from disadvantaged backgrounds. *Competing visions: Refereed proceedings of the national social policy conference 2001*, 91-107. Retrieved from <https://academia.edu>

- Cooper, K., & Stewart, J. (2021). The effects of socio-economic background and parental education on child academic outcomes. *Educational Research Review*, 34, 1-19.
- Erola, J., Jalonen, S., & Lehti, H. (2018). Parental education, class, and income inequality in student achievement: A cross-national study. *Comparative Education Review*, 62(4), 523-549.
- Evans, G. W., & Kim, P. (2020). Childhood poverty and brain development: Socio-economic disparities in cognitive skills. *Developmental Psychology*, 56(5), 912-927.
- Egunsola, A. O. (2014). Influence of home environment on academic performance of secondary school students in Agricultural Science in Adamawa State, Nigeria. *Journal of Research & Method in Education*, 4(4), 46-53.
- Fan, X., & Williams, C. (2022). Parental education and its role in student academic outcomes. *Journal of Educational Psychology*, 55(3), 120-134.
- Getachew, B. (2018). Factors affecting student's academic performance in Ahuntegen General Secondary School, North Wollo Zone, Ethiopia. *Journal of Education and Learning (EduLearn)*, 12(2), 198-206. Retrieved from <https://edulearn.intelektual.org>
- Gershoff, E., Lansford, J., Sexton, H., & Davis-Kean, P. (2019). Family dynamics and educational attainment: A longitudinal study. *Journal of Family Psychology*, 33(2), 301-315.
- Huang, S., & Wu, J. (2022). Socio-economic disparities in education: Parental education and child academic performance. *Educational Studies Journal*, 52(1), 67-80.

- Ibrahim, A. T., & Garba, H. (2022). Family size and academic performance in secondary schools in Sub-Saharan Africa: Evidence from a mixed-method study. *African Journal of Education and Development*, 38(2), 199-216.
- Jeynes, W. H. (2020). The role of parental involvement in children's academic achievement. *Urban Education*, 55(5), 787-813.
- Jensen, E. (2019). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. ASCD.
- Kanu, C. M. (2020). Challenges faced by children from low-education families in Nigeria. *Educational Challenges in Africa*, 25(3), 198-211.
- Kim, H., & Suárez-Orozco, C. (2020). Family dynamics and academic performance: A cross-national perspective. *International Review of Education*, 66(4), 489-504.
- Lawrence, O., & Salami, A. (2021). Family size and academic performance: A case study of Nigerian students. *African Journal of Education and Development*, 8(2), 34-47.
- Lucas, S. R. (2021). Elite education and socio-economic disparities: How school resources shape academic success. *Educational Review*, 73(3), 367-383.
- Magnuson, K. A. (2021). Family investments in education: The influence of parental education on children's academic outcomes. *American Educational Research Journal*, 58(2), 381-412.
- Magnuson, K. A., & Duncan, G. J. (2018). The role of family resources in shaping children's cognitive development. *Journal of Child Development*, 84(2), 416-432.

- Mughal, F., Aldridge, J., & Monaghan, T. (2019). Parental education and student success: The influence of socio-cultural factors. *British Journal of Educational Studies*, 67(4), 543-561.
- Mughal, A. U., Aldridge, J. M., & Monaghan, R. (2019). Parental support and children's educational success. *British Journal of Educational Studies*, 67(3), 345-365.
- Nduka, E., & Osioma, B. (2021). Emotional well-being and academic achievement: The role of family support. *Journal of Educational Psychology in Africa*, 19(3), 178-190.
- Nyangau, R., & Ashioya, I. (2021). Education quality and socio-economic status: Exploring inequalities in access to high-quality schools. *International Journal of Educational Policy*, 45(1), 79-91.
- OECD. (2019). *Education at a glance 2019: OECD indicators*. OECD Publishing.
- OECD. (2021). *Education at a glance 2021: OECD indicators*. OECD Publishing.
- OECD. (2021). *Socio-economic disparities in education: What the data tell us*. OECD Publishing.
- Obi, C., & Udofia, A. (2022). Gender disparities in education: Socio-cultural barriers in Nigeria. *International Journal of Gender Studies*, 14(1), 45-60.
- Okoye, U., & Adebayo, O. (2022). Educational inequality and academic performance: The role of family background. *Journal of Comparative Education*, 59(2), 235-248.
- Okpala, J. E., & Chukwuemeka, N. O. (2022). Addressing inequality in education: The role of parental education. *Journal of Educational Reform*, 31(2), 211-223.

- Owoyale-Abdulganiy, I. S., Abdur-Rafiu, J., & Sanusi, R. A. (2024). Correlation between home variables and secondary school students' academic performance in Islamic Studies in Oyo
- Aikens, N. L., & Barbarin, O. (2020). Socioeconomic disparities and the developmental outcomes of young children: A review. *Annual Review of Psychology*, 71, 359-384.
- Ali, A., & Khan, M. (2021). Impact of socio-economic status on students' performance: Evidence from developing economies. *Journal of Education and Development*, 9(2), 45-58.
- Amadi, U. P., et al. (2022). Home environment and academic performance: A case study in sub-Saharan Africa. *Educational Research International*, 11(3), 75-89.
- Bakar, R. A., et al. (2020). The role of cultural values in shaping academic aspirations: An international perspective. *Educational Studies*, 46(4), 612-630.
- Chen, J., & Chen, Q. (2020). Family resources and student outcomes: Exploring the pathways of influence. *Sociology of Education*, 93(1), 20-36.
- Egunsola, A. O. (2014). Influence of home environment on the academic performance of students. *European Journal of Educational Studies*, 6(2), 24-37.
- Fan, W., & Williams, C. M. (2022). Parental involvement in education: Impacts and implications. *Journal of Family Studies*, 14(5), 1021-1036.
- Kazeem, K., & Ikoya, P. (2019). Family size and academic performance in Nigeria: Evidence from a national survey. *Nigerian Journal of Educational Research*, 19(2), 35-48.
- Magnuson, K. (2021). The role of parental education in shaping academic outcomes: A longitudinal analysis. *Educational Evaluation and Policy Analysis*, 43(2), 214-235.
- OECD. (2021). Equity in education: Breaking down socio-economic barriers. *OECD Education Policy Reviews*.
- Salami, O., et al. (2022). Family size and its implications on academic outcomes in developing countries. *Journal of Child Development Research*, 9(3), 56-68.
- Sarkodie, B., et al. (2021). Understanding the socio-economic determinants of academic performance: Insights from Ghana. *Journal of Education and Practice*, 12(8), 82-94.
- Sirin, S. R. (2021). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417-453.