

SOCIOECONOMIC STATUS OF PARENTS AND ACADEMIC PERFORMANCE OF STUDENTS IN SENIOR SECONDARY SCHOOL IN ALIMOSHO LOCAL GOVERNMENT OF LAGOS STATE, NIGERIA

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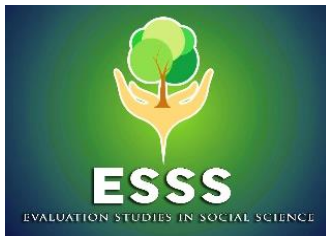
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ABSTRACT

The study investigated the differences between parental socioeconomic status, students' academic performance, and the difference between genders and their academic outcomes. The study employed a quantitative method using a survey research design and a sample of 120 students from four schools within the local government area of Lagos State, Nigeria. Data was collected using a structured questionnaire. Both descriptive and inferential statistical approach was used to analyze the datasets, adopting t-tests, frequency, and charts to ascertain the research objectives and examine the hypotheses at the significant level of 0.05. The research found that parental socioeconomic status did not significantly influence students' academic achievements. Notably, students from lower socioeconomic backgrounds demonstrated superior performance to their peers from higher socioeconomic backgrounds. Furthermore, the study revealed a gender disparity in academic performance, with female students outperforming male students, suggesting that gender contributes to academic success. The study concluded that socioeconomic status is not a definitive determinant of academic performance, as evidenced by the strong outcomes among students from disadvantaged backgrounds. It recommended the provision of needs-based support to address the specific challenges faced by students from low-income families, the development of parental engagement programs, and the implementation of educational equity policies to channel resources to underserved schools.

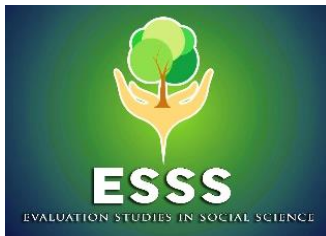
Keywords: *Socioeconomic Status, Academic Performance, Parents, Students, Family Background*



INTRODUCTION

Education is a tool through which life becomes meaningful. It is a life-changing process that affords an individual the opportunity to maximize his/her potential. Abdulazeez (2017) defined education as the process whereby changes occur in an individual's behavior that transforms his perception of the environment in which he lives. The Merriam-Webster dictionary (2024) defines education as the action or process of getting knowledge and development resulting from the process of being educated. Education is generally acknowledged as a crucial determinant of an individual's social and economic achievements since it offers a route to enhanced prospects and a higher standard of living (OECD, 2020). Some researchers (McManis, 2023; and Attah, 2023) posited that the success of formal education will depend primarily on its inclusive attribute of accepting, understanding, and attending to student differences and diversity, which may include the physical, cognitive, academic, social, and emotional aspects when planning instructions as well as the difference in the socioeconomic status of their parents. Education is a crucial element of SES since it provides a means for individuals to improve their economic status and social standing. Individuals with higher levels of education tend to get better-paying occupations, enjoy lower unemployment rates, and display more socioeconomic stability. Moreover, education encourages critical thinking, problem-solving abilities, and social networks, which are crucial for navigating the intricacies of contemporary life. Disparities in educational achievement not only reinforce financial inequities but also worsen social exclusion and marginalization. Comprehending socioeconomic status (SES) is essential for understanding the intricate interaction of economic, social, and cultural aspects that influence people's lives and possibilities. Socioeconomic status (SES) is a comprehensive framework that includes several factors such as income, education, employment, and wealth, among others. These indicators together reveal the relative social status of a person or group within the hierarchical framework of society.

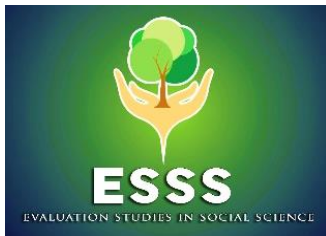
In the research of Munir, et al., 2023, Socio-economic status (SES) refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities (Mistry, Benner, Biesanz, Clark, & Howes, 2010). The term socioeconomic status (SES) involves not just monetary riches but also social prestige, power dynamics, and access to resources and opportunities. Exploring the intricacies of socioeconomic status reveals discrepancies, inequities, and obstacles that greatly affect the welfare of people and the unity of society. SES functions as a tool that allows academics, politicians, and activists to analyze and understand the distribution of advantages and disadvantages across different groups. Income, which is often considered a key aspect of socioeconomic status (SES), refers to the monetary resources that people and families have at their disposal. It impacts the availability of essential resources like housing, healthcare, and education, thereby determining living standards and the overall quality of life. However, money alone gives an imperfect view of SES since it misses other characteristics that contribute to social stratification. Socioeconomic status (SES) is a complex concept that encompasses both tangible and intangible benefits and drawbacks in terms of wealth and social standing (Duncan & Magnuson, 2012). The socioeconomic status of parents is their social, economic, and cultural status; it is composed of



their level of education, occupation, level of achievement, family wealth, and culture, as well as their home educational resources (Miftahu & Melaiye, 2021). In a recent study, Salisu et al. (2022) concluded that parents are saddled with the responsibility of training their children, and this is done in accordance with the family income, which is a function of SES. Research has shown several times that there is a strong linkage between socioeconomic standing and academic success. Several factors have found that students from a good background perform excellently better than students from a lower background.

Academic performance is a major way to measure the success of students in school (Goni & Bello, 2016). It is measured by factors such as test scores, grade point averages, and educational attainment and is often considered a crucial indicator of educational success (Sirin, 2005). Multiple studies have repeatedly shown that socio-economic status (SES) has a substantial impact on academic attainment results (Reardon, 2011; Sirin, 2005). Studies have shown that there is a relationship between parents' SES and students' academic achievement and parenting styles (Nja et al., 2022). The ways socioeconomic status of parents can affect how well their children perform in school, depending on parenting styles, Families with a higher SES often have more money to spend on their children's education, giving them access to good schools, private tutoring, and activities that help them learn more. Occupation, which represents an individual's abilities, credentials, and the demand for their talents in society, is a key factor in determining socioeconomic status (SES). Certain vocations provide reputation, financial incentives, and prospects for promotion, thus bestowing better social status and privilege. Conversely, people engaged in low-paying or insecure occupations typically endure economic uncertainty, restricted access to benefits, and social shame. The occupational hierarchy reflects greater structural inequities, including gender, racial, and ethnic imbalances, which determine people's socioeconomic destinies. Wealth, separate from income, incorporates accumulated assets, investments, and property ownership. While income indicates a flow of resources over time, wealth incorporates intergenerational transfers of economic advantage and acts as a cushion against financial shocks. Disparities in wealth, frequently sustained by past injustices and structural hurdles, lead to persistent disparities over generations. Wealth provides access to options such as property, business, and higher education, solidifying socioeconomic advantages for rich people and families. The dynamics of SES are not static but rather prone to change over time and across environments. Economic fluctuations, technological breakthroughs, and legislative interventions may change people's socioeconomic paths and restructure society's structures. Moreover, globalization, migration, and demographic transitions contribute to the diversity of SES profiles within and between states. Understanding these processes needs a comprehensive approach that encompasses historical legacies, cultural norms, and institutional imbalances. The sources used are Reardon (2011) and Pong (2009). These may facilitate the learning process and provide additional educational opportunities that enhance students' academic performance.

Meanwhile, parents with low SES have been reported to be unhappy, punitive, and harsh, and tend to bully their children more often when compared to parents with high SES (Nja et al., 2022). Beyond these observable measures, SES incorporates larger sociocultural elements that impact people's life prospects and social mobility. Social capital defined by



networks, connections, and social ties, increases access to knowledge, resources, and opportunities. Individuals anchored inside supportive social networks generally have benefits in education, careers, and health outcomes. Conversely, people without social ties may confront hurdles to growth and endure social isolation and rejection. Abdu-Raheem (2015) concluded that family conflicts are more prevalent among low-SES parents; this may affect their children's concentration in school, and it leads to a low level of parental support and the potential for children to be exposed to domestic violence. Children of parents with low SES have been reported to have lower academic achievements when compared to children of parents with high SES. Furthermore, the level of education of parents, which is a part of SES, has been found to be a strong predictor of how well children do in school. Learned Parents with more qualifications in education usually know more about how the school system works and have the skills and information to help their children learn better. They are more likely to do educational things at home, help with schoolwork, and encourage a good attitude toward learning. (OECD, 2019; Reardon, 2011).

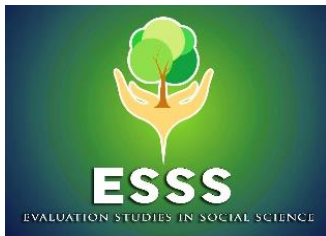
Also, a student's social and cultural capital can be affected by their socioeconomic level, which can have an effect on how well they do in school. Students from higher socioeconomic status (SES) backgrounds often have more access to a diverse array of resources, including educational mentors, cultural opportunities, and social connections. These factors may assist students in developing abilities, behaviors, and attitudes that are highly regarded in the education system, ultimately leading to improved academic performance (Sirin, 2005). However, it is crucial to consider that the correlation between socioeconomic status and academic performance is intricate and influenced by several factors. So, students with a high socioeconomic status tend to perform better than students with a lower socioeconomic status; this can be in terms of experience, exposure, skills, and knowledge. It is important to acknowledge that the academic performance of students can be influenced by various economic, educational, and sociological challenges. These challenges are often linked to the socioeconomic status and backgrounds of some parents. It can be tough for students to navigate these hurdles, hence, researchers strive to contribute to a supportive environment that can enable students to overcome these obstacles and achieve their full potential.

Objectives of the Study

The primary objective of this study was to evaluate the impact of parents' socioeconomic status and students' characteristics on the academic performance of senior secondary school students in Lagos State, Nigeria. Specifically, the study aimed to examine the variations in academic performance among students from different socioeconomic backgrounds.

The specific objectives include to:

- i) examine the academic performance of students from higher and lower socioeconomic status/backgrounds;
- ii) assess the difference between the gender of students and their academic performance/outcomes.



Research Questions

The following research questions guided the study:

1. What is the level of academic achievement of the students?
2. What is the level of socioeconomic status/background of the parents of the students?

Research Hypothesis

The following is the hypotheses examined by this research study:

HO₁: there is no significant difference between the academic performances of students and their parents' socioeconomic status.

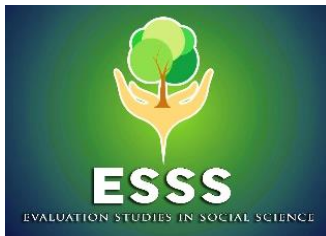
HO₂: there is no significant difference between gender of students and their academic performance/outcomes.

LITERATURE REVIEW

Education is often seen as a great equalizer, offering opportunities for upward mobility regardless of background. However, the reality is more complex. Socioeconomic status (SES), a combination of factors like parental income and education level, exerts a powerful influence on a child's academic performance. In the research work of (Markus, et al., 2019), SES has been extensively employed as a latent concept for assessing family background (Bofah & Hannula 2017). The study of SES spans academic borders, incorporating ideas from economics, sociology, psychology, public health, and other domains. Scholars apply many tools, including quantitative studies, qualitative research, and mixed-method approaches, to uncover the complexity of socioeconomic inequality. Policy interventions targeted at alleviating SES disparities cover a variety of techniques, including income assistance programs, educational changes, labor market interventions, and healthcare efforts. However, among empirical investigations, there is no agreement on how to effectively operationalize the idea. The assessment of SES is often neglected in research, and the reasons for selecting some indicators over others are seldom discussed (Bornstein & Bradley 2014). This literature review assessed the various relationships between SES and student academic performance.

Socioeconomic Status (SES) and Student Academic Performance

There is a well-established link between the socioeconomic status (SES) of parents and the academic performance of their children. By the 1980s, according to (Bourdieu, 1986) one common consensus had emerged that SES should be a composite variable, often combining education, income, and employment, as these three variables reflect various characteristics of family background (Brese & Mirazchiyski 2013). It was examined that economic capital may be utilized in pursuit of other types of capital; for example, family money might be used to pay for structured after-school activities, to access elite educational options, or to build up important social networks (Lareau, 2011). Children from impoverished families are bound by the financial resources they and their families possess (Crosnoe & Cooper 2010). As such,



economic capital influences the amount to which parents can give financial support to their children's academic aspirations.

In the embodied state, cultural capital focuses on “physical capital,” where the body itself is a marker of social class since distinct embodied features arise as a result of specific class behaviors (Tittenbrun, 2016). Through this condition, inequalities in socioeconomic class may find expression in embodied forms, such as physical appearance, body language, nutrition, accent, and handwriting. In the objectified state, inequality is manifested in forms of cultural commodities, such as accessibility to photographs, books, dictionaries, and machines. Therefore, in this perspective, Bourdieu regards the body and cultural goods as forms of money that result in the uneven accumulation of material resources and, by extension, constitute an essential contribution to class inequality (Perks, 2012). In essence, socioeconomic status serves as a multidimensional framework that incorporates economic, social, and cultural elements of advantages and disadvantages within society. It represents people's access to resources, opportunities, and social networks, impacting their life chances and well-being. Understanding SES is vital for clarifying patterns of inequality, influencing policy solutions, and supporting social justice and fairness in varied communities. As nations cope with the problems of globalization, technological transformation, and demographic upheavals, examining the complexity of SES is crucial for fostering equitable and sustainable development. This literature review explores the relationship between these factors, highlighting the various ways SES can influence student performance.

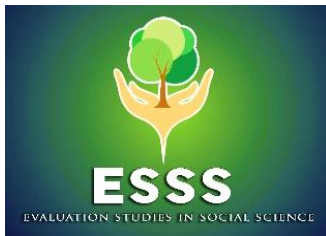
Key Components of Socioeconomic Status

SES is a multifaceted concept encompassing several factors, with parental income and education level being the most commonly studied. Higher income families can afford better quality schooling, educational resources, and extracurricular activities that can enhance learning. Parental education level is another key indicator of SES. Parents with higher education backgrounds are often better equipped to guide their children's academic pursuits, instill a culture of learning at home, and navigate the complexities of the education system.

Impact of SES on Academic Performance

Studies consistently show a positive correlation between SES and academic performance. Students from higher SES backgrounds tend to score higher on standardized tests, graduate from high school at higher rates, and pursue higher education more frequently. Several factors can be attributed to this performance gap:

1. **Resource Advantage:** Higher income families can afford better quality schooling, either through private schools or by residing in neighborhoods with well-funded public schools. These schools often have smaller class sizes, more experienced teachers, and access to advanced learning resources.



2. **Parental Investment:** Parents with greater financial resources can invest in their children's education by providing them with tutors, educational materials, and technology that can enhance learning.
3. **Parental Involvement:** Parents with higher education levels are more likely to actively participate in their children's education. They can help with homework, discuss academic progress, and create a stimulating learning environment at home.
4. **Health and Nutrition:** SES can influence a child's overall health and well-being, which in turn impacts academic performance. Children from low-income families may experience food insecurity or inadequate healthcare, hindering their ability to focus and learn in school.

Beyond Income and Education

While income and education are crucial aspects of SES, other factors can also play a role. Parental occupation, for example, can influence a child's educational aspirations. Children of professionals may be exposed to career paths they wouldn't otherwise encounter, fostering higher educational goals. Family structure can also be a factor. Single-parent households or those with multiple working parents may have less time to dedicate to their children's education. Osaro-Martins (2023) assert how parents' financial constraints affect their socioeconomic status, thereby having an influence on the academic performances of secondary school students. Differences in educational achievement may be linked to various degrees of existing social capital, which is formed in the networks and connections of families that the school serves (Rogošić & Baranović, 2016).

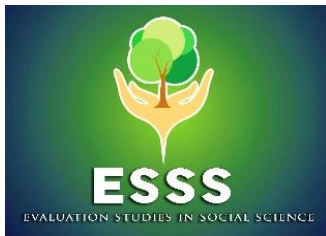
Criticisms and Considerations

It's important to acknowledge that the relationship between SES and academic performance is not always linear. Some studies have found that parental encouragement and involvement may be more important than income level in determining student achievement according to some referenced in text citations. Additionally, students from low-income backgrounds can overcome challenges and excel academically. However, these success stories often require exceptional motivation, resilience, and access to strong support systems outside the family.

Addressing the Performance Gap

The persistent performance gap linked to SES raises concerns about educational equity and several approaches can be considered:

1. **Increased Funding for Low-Income Schools:** Allocating more resources to schools in low-income neighborhoods can help bridge the gap in educational quality.
2. **Early Childhood Education Programs:** Investing in early childhood education programs can provide a strong foundation for learning, particularly for children from disadvantaged backgrounds.



3. **Parental Engagement Initiatives:** Programs that encourage parental involvement in education, regardless of socioeconomic background, can be highly beneficial.
4. **Mentorship Programs:** Connecting students from low-income families with mentors who can provide academic guidance and support can be a powerful tool for boosting performance.

Socioeconomic status undeniably plays a significant role in student academic performance. Understanding the various ways SES advantages or disadvantages students is crucial for policymakers and educators. Implementing strategies to address the performance gap and provide more equitable educational opportunities ensures all students have the chance to succeed.

METHODOLOGY

Research Design

The research design is a survey type, employing a survey research design. Data was collected, coded, analyzed, and interpreted to align with the stated problems, making good use of available assessment tools to analyze the effects of parents' socioeconomic status on students' academic performance.

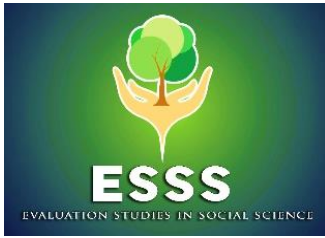
Sample

The research population comprised students in Alimosho Local Government of Lagos State, Nigeria. However, convenience sampling was used to select a Local Government Development Area (LCDA), and simple random sampling was employed to select thirty students from each section of the senior schools at an average age of thirteen and seventeen, for a total of 120 students in all four schools. There are about twenty-eight junior secondary schools and twenty senior secondary schools in the Ipaja/Ayobo local government area of Lagos State, Nigeria. Samples were selected through random sampling techniques. The names of the selected schools are listed below and this forms 25% of the total schools in the local government area:

1. Alimosho High School, Ipaja
2. Estate Grammar School, Ipaja
3. Alimosho Comprehensive College
4. Government Girls College, Ipaja

Research Instrument

Data was collected through the use of questionnaire called Socio-economic and Academic Instrument (SAIQ). It was designed in English Language by the researchers to find out the effects of socioeconomic status of parents on the academic performance of students in Lagos State, Nigeria. The instrument has two sections. Section A contained demographic items namely; student gender (Male and Female), parents' socio-economic status (low and high) based on financial earnings of the parents, while section B contained 10 test items used to



assess the academic performance of the students. Based on the students' performances, 0 to 39 means Failed, 40 to 49 means Pass, 50 to 59 means Good, 60 to 69 means Very Good, and Excellent is 70 to 100. A test retest reliability method was carried out, and the questionnaire was administered to the 30 sets of students from the four schools. The research items afterwards generated a Cronbach's Alpha Coefficient of .833 for the reliability of the test items which makes it suitable and appropriate for the research under studied. The Likert system rating scale was adopted. The items consisted of closed-ended types which the respondents indicated "Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD)", these series of variables were coded as 5, 4, 3, 2, and 1. In administering the questionnaire, the researchers obtained an approval from the principals of the selected schools.

Data Analysis

Both descriptive and inferential statistical methods were used to analyze the datasets. Independent t-test was used to compare the means of the variables and determine the degree of significance of the stated constructs in the hypothesis. Frequency and charts were also used to describe the characteristics of the datasets. The results of the statistical analysis of the collected data were presented and interpreted.

RESULTS

Student's Level of Academic Achievement

To answer this research question, descriptive statistics were used to analyze the frequency and percentage of each level of student academic achievement.

Table 1

Academic Performance of Students

	Levels	Frequency	Percent
Academic Achievements	Failed	17	14.1
	Pass	33	27.5
	Good	14	11.7
	Very Good	50	41.7
	Excellent	6	5.0
	Total	120	100.0

Table 1 shows the frequency and percentage of student's academic performance with Failed 17 students at 14.1%, Pass 33 students at 27.5%, Good 14 students at 11.7%, Very Good 50 at 41.7%, and Excellent 6 students at 5.0%.

The Level of Socioeconomic Status of the Student's Parents

To answer this research question, descriptive statistics was used to analyze the frequency and percentage of each level of parents' socioeconomic status/ background of the students. The Socioeconomic Status/ Background of students' parents is categorized into Low and High Socioeconomic Status/Background, with 62.5% and 37.5%, respectively, with 75 students with a Low Socioeconomic Status/ Background and 45 students with a High Socioeconomic Status/ Background.

Impact of Parents' Socioeconomic Status/Backgrounds on Students' Academic Performance

An inferential statistical method was used to compare the means of the academic performances of students and their parents' socioeconomic status/backgrounds. Therefore, an independent t-test was used to assess the differences.

Table 2

Parents' Socioeconomic Status/ Backgrounds and Academic Performance of Students

SES Group	N	Mean Academic Performance	Standard Deviation	Mean Difference	t-value	Df	p-value (Sig.)
Low SES	75	3.11	1.28	0.40	1.746	118	0.083
High SES	45	2.71	1.06				

Table 2 shows the results from the t-test of the academic performance of students from low-SES and high-SES schools. The low SES group's mean academic performance score was 3.11 (SD = 1.28), N = 75, whereas the high SES group's mean academic performance score was 2.71 (SD = 1.06), N = 45; ES = 0.40. To assess this difference, the t-test showed a t-value of 1.746 with df 118. As for this test, $p = 0.083$, and when compared to the normal alpha level of 0.05, it implies that there is no statistically significant difference in the academic achievement of the two groups. Based on the analysis mentioned above, the obtained p-value of 0.083 is larger than 0.05, the null hypothesis is failed to be rejected. This result equally showed the gap that insufficient substantial research demonstrates that low SES students fared much higher academically than high SES students, as stated in previous research studies.

Impact of Gender on Students' Academic Performance

An independent t-test was used to compare the mean academic performance of male and female students, and the following is the finding.

Table 3

Gender of Students and Their Academic Performance/Outcomes

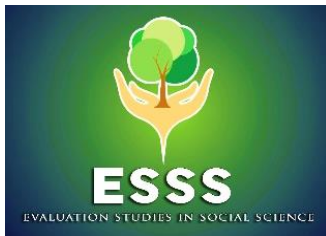
Group	N	Mean Academic Performance	Standard Deviation	Mean Difference	t-value	df	p-value (Sig.)
Male	72	2.76	1.29	-0.49	-2.19	118	0.031
Female	48	3.25	1.02				

Table 3 compares academic achievement between male and female genders. Female students (N = 48) scored higher than male students (N = 72). Mean = 3.25, SD = 1.02; Mean = 2.76, SD = 1.29 correspondingly, which gave a mean difference of -0.49. The t-test also demonstrates that the mean difference is statistically significant ($t = -2.186$, $p = 0.031$) since the projected p-value is smaller than 0.05. Therefore, we reject the null hypothesis due to an acquired p-value of 0.031, which is lower than the significance level of 0.05. This suggests a statistically significant difference in the performance of male and female students, whereby female students have higher mean scores.

DISCUSSION

The findings of the study revealed a significant relationship between the socioeconomic status (SES) of parents and the academic performance of students in senior secondary schools in Alimosho Local Government of Lagos State, Nigeria. This aligned with existing literature emphasizing SES as a critical determinant of educational outcomes. The data showed that high socioeconomic status/ background does not necessarily determine high academic performance; rather, the students from low socioeconomic status/ background performed better. The result was verified by the work of Eamon (2005), who highlighted that access to resources such as educational materials, conducive learning environments, and co-curricular activities are often more accessible to higher SES families, positively impacting these students' performance. The result from the collected data shows that several reasons cumulate to impact students' academic performance, especially with the Male gender having higher academic achievement than their Female counterparts. Similarly, Sirin (2005) demonstrated that parental income, education level, and occupation significantly predict students' academic success, supporting the study's findings. The study underscores the role of parental education in shaping students' aspirations and academic achievements. Parents with higher educational attainment were more likely to provide academic support that fostered a good attitude toward education. This is consistent with findings by Davis-Kean (2005), which argue that parental education influences parenting practices that directly affect children's academic performance.

The link between the socioeconomic status (SES) of parents and the academic performance of their children is a crucial factor in ensuring educational equity. Students from



lower SES backgrounds often face disadvantages that hinder their academic achievements, creating an unequal playing field. Research on the achievement gap can help identify the reasons behind this gap, and support programs and policies can be developed accordingly to bridge this gap and create a more level playing field. Parental education and income are important factors, but research also highlights the significance of parental involvement and student motivation. Addressing the achievement gap requires several approaches that tackle various factors influencing academic performance, and there is no single solution for this issue.

LIMITATION AND IMPLICATIONS FOR FURTHER STUDIES

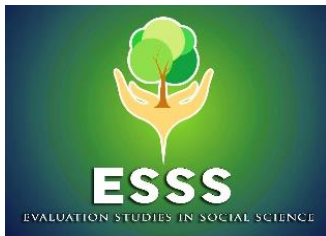
The study focused exclusively on senior secondary schools in Alimosho Local Government, limiting the generalizability of findings to other regions or contexts. Future research could include multiple local governments or regions in Lagos State to compare SES influences across distinct demographical settings. Investigating the long-term effects of SES on students' academic and career course of development would provide deeper insights. Further studies should incorporate additional variables, such as school infrastructure, parental involvement, and cultural factors, to understand their interaction with SES. Research focusing on the impact of targeted interventions, such as scholarships or community educational support services, and policies that promote equitable access to quality education could offer actionable strategies for reducing SES disparities to achieve inclusive education. These emphasize the need for a holistic and context-specific approach to understanding and addressing the effects of socioeconomic status on education.

RECOMMENDATIONS

Based on the study's findings, the study recommends that educational equity initiatives implement policies that target educational resources toward low-income schools. This could include increasing funding for teacher training, updating learning materials, and providing after-school lessons. Other programs should focus on expanding access to high-quality early childhood education, especially for children from lower socioeconomic status (SES) backgrounds. Early intervention can significantly improve academic outcomes later in life.

Parental involvement programs should be developed to support programs that encourage parents' engagement in education, regardless of socioeconomic background. Workshops and resources can empower parents to be effective learning partners for their children. Scholarship and grant programs should be increased to make them more available for students from low-income families. Financial aid can ease the burden of educational costs and make higher education more accessible.

Needs-based support should be provided to address the specific needs of students from disadvantaged backgrounds. This could include providing access to technology, mental health services, or free or subsidized meals to ensure basic needs are met and learning is not hindered. These recommendations can help mitigate the negative effects of low SES on academic performance, creating a more equitable educational system where every child has the opportunity to succeed.

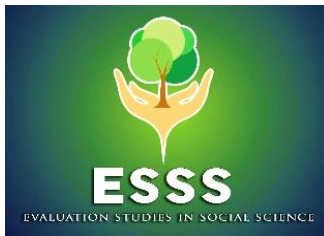


CONCLUSION

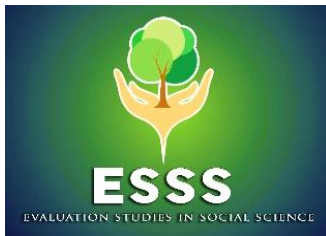
Based on the results of this study, several conclusions could be drawn regarding students' academic performance. The study found that the socioeconomic status of parents does not necessarily impact the academic performance of their children, which is evident in the high performance of students from low socioeconomic status/ backgrounds. Additionally, the attitudes of parents from low socioeconomic status/ backgrounds towards their children's need to perform well in their academics could be one of the major influences on their academic performance. Other influences may include a commitment to education, discipline, high self-esteem, behavioral modification strategies, stability of the parent's home, and overall parental involvement in their children's school activities.

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