



Parental Socio-Economic Status and Students Academic Performance in Ekpeye

By

Iyeshim, Monday Roberts¹, Enyelunekpo Rosemary²

^{1,2}Sociology Department, Rivers State University Port Harcourt Nigeria



Article History

Received: 05/06/2026

Accepted: 13/06/2026

Published: 17/06/2026

Vol – 4 Issue – 6

PP: - 25-32

Abstract

This study examines the Parental Socioeconomic background and students' academic performance in Ekpeye. The study utilizes primary data which is collected through questionnaire administration among sampled secondary schools. Simple percentage and tabulation are employed to analyzed the collected data. Among others, findings indicate that socioeconomic status of parents influence the academic performance of their children in senior secondary schools. The study recommends the funding of secondary education and making schools conducive as this will to a large extent bridge the gap between rural-urban schools and reduce the level of inequality in education between the rich parents children (those with high socioeconomic status) and poor parents children with lower status that reside in the rural areas. A would be parent should be able to attain a specified level of education which will automatically transmit to the children. There should be indigent children support fund drawn from the three tiers of Nigerian government to help low socio-economic parents.

Keyword: School environment, Academic performance, Socio-economic status, Rural-urban, Families, Secondary school.

Introduction

Overtime as society grow, and schools become more institutionalized, educational experiences become less directly related to daily life and concentrated in a formal environmental setting different from the family as the basic unit and first class room of the child to school, some of which are standard while others are substandard. Family financial status determines ones choice of school. Given that socio-economic status is the social standing of a family dictated by income, education, occupation, influence and connections. Coleman (1966) and Plowden (1967) revealed a strong correlation between family environment and children's academic performance, as determinant of classroom performance. Furthermore, Obinna (2010) added that academic performance relates to the degree of performance students put towards academic success. He also identified genetics and nutrition as contributing to student's performance.

Similar, Ogbu (2011), noted that children whose parents are rich, have certain of their academic needs met and these contribute positively to their academic performance. Some of these needs include reading materials conducive environment, good food, playground and good accommodation.

However, Ogulu (2014), correlated this when he stated that while high socio-economic status parents usually provide their children with the needed educational support, the challenges

are more devastating among the poor low income families. Earlier, Dubey (2011), noted that while high socio-economic parents supply their children with opportunities to learn, the other (low socio-economic status) are often time either sent away from school in the name of fee drive, or flogged, punished for failing to provide either tissue, soap and cardboard paper. Students' academic height, performance and achievement to a large extent depends so much on the parent's socio economic status. It determines the kind of school they attend, either rural or urban schools, boarding or day schools, Federal Government College or State Schools. It also determine the availability of text and note books, the pairs of uniform, the friendship they keep, their communication skills and eating and reading habit.

While children of low parental socio-economic status usually live in rural, hostile and environment with mounting sense of despair that drains initiations, ambition and energy from them. Most times, they walk one or two kilometers to school and it becomes worse after school closure by 2pm. Some of these pull their uniform to cover their heads because of the scorches of the sun.

Families with higher socio economic status often afford better educational resources like home tutoring, extra-curricular activities and educational technology which serves as a foundation for good and easy learning. They usually have better access to healthcare, nutritious food, safe living and learning environment and better cognitive function than those



of the lower status with town uniforms and incomplete note books and text books. The frustration is even enough to push someone and drop out of school. More so, lower socio-economic status parents often experience more financial stress, which can affect a child's emotional well-being. Socio economic disparity create gaps in achievement, with students' from lower socio-economic status facing more academic challenges than those of high socio-economic status families (Orluy, 2013). Most of the rural schools of the lower socio economic status clients, have no light, lack ventilation with dilapidated insufficient facilities. These conditions affect the health and cognition of students physically and psychologically Udoh (1980).

Consequently, most of the low socio-economic status families hardly do well academically because of the deprivations that barricaded their intellect. Their academic pursue are endemically engulfed and inhibited by barriers such as poor dietary, lack of books, incomplete uniform pairs and health problems capable of discomfoting and destroying every intuition and rational processes. Low socio-economic status parents faces challenges and their disorganization often trivet their children's ambitions. Those children whose desires are thwarted most times involves in aggressive behaviour like school violence, prostitution, drug abuse and stealing.

Furthermore is the stark reality of the problem of poverty among students whose academic pursuit are dependent on their parents. The problem is further compounded by lack of part-time jobs.

While the study is aimed at examining the extent parent's occupation, level of education and income influences the academic performance of students in public secondary schools in Ekpeye. It also investigates how eating affect students reading habit. At its hallmark, the study wishes to unravel the kinds of parenting styles, possible factors that influence students' academic performance, and ascertain both the causes and effects of environment on students' academic performance.

Some of the research questions issued to guides the study are: To what extent do parent's occupation, level of education and income influence the academic performance of students in public secondary schools?, to what extent can hunger affect students reading habit?, and what are the causes and effects of environmental influence on students' academic performance?

Theoretical Framework

This research is anchored on the Production Function Approach (PFA) theory of A. J. Turgot (1767), Charles w. Cobb and Paul Douglas (1928), and Socio-Economic Status SES theory like Social stratification. The Production Function Approach model is built on the principle of Kingsley Davies and Wilbert Moores 1945. Input-output approach. In simple parlance, Production Function Approach has to do with the transformation of raw materials as (input) into goods and services (output). Academically, it posits that students' academic performance of achievement is the output factor that emanated from input, imputed earlier as raw material by

circumstances that surround students such as socio-economic status of parents.

Therefore, the output herewith is the academic performance of a student while the inputs in extension include the environment, food or dietary, class attendance, syllabus completion, parent's involvement, learning material, class room management, parent level of income, education and occupation, age and the gender of the students among other factors.

Socio-economic status (SES) theory posits that a particular family and parent economic, social standing and position in society influences significantly various aspects of their lives and those of their children and relatives, including health condition and especially education (academic performance) of their children. As stated earlier, higher socio-economic status is generally associated with better physical and mental health, while lower socio-economic is linked to increased risks of certain diseases and health disparities. Socio-economic status can affect ones access to resources, social networks, and opportunities for advancement in various areas. It also influence ones access to quality education academic achievement, performance and attainment.

The second theory adopted is the functional theory of stratification by Kingsley Davies and Wilbert Moores 1945. While social stratification theory generally explores how societies categories and rank people into hierarchies based on factors like wealth, income, education and power, leading to unequal access to resources and opportunities. Kingsley Davies and Wilbert Moore functionalism thesis argues that social stratification is necessary for the smooth functioning of society, as it motivate individuals to fill important positions and perform their roles effectively.

In "some principles of stratification", Davies and Moore 1945 articulated the functional Theory of Stratification to explain the existence of social stratification and equality and how it is necessary in the maintenance of social order and stability. They held that the hierarchical arrangement of individuals into different social classes and roles is good, functional and necessary (Iyeshim, 2024). Hence no society is unstratified or totally classless, therefore stratification in society is a functional necessity. For them, all societies need such system, and this need brings into existence a system of stratification. They also viewed a stratification system as a structure pointing out that stratification refers not to the individuals (parents) in the stratification system but rather to a system of positions.

Stratification (social classes) according to them helps in allocating individuals to different roles based on their abilities, qualifications and potentials such that the most capable individuals fill the most crucial roles with higher pay. But on the contrary, this annotation can simply be seen as a justification of inequality, exploitation and the reinforcement of social hierarchy. They failed to take cognizance of the problems of lack of access to quality education and the poor academic performance of students of our socio economic status parents and how this has disproportionately affected

society, brought about disequilibrium and orchestrated dominionism as against social chauvinism.

Conceptual Review

i. Concept of Parents

Parenting or child rearing is the process of raising a child and caring for his or her physical, emotional, social and intellectual development from infancy to adulthood. Parenting refers to the intricacies of raising a child and not exclusively for a biological relationship (Jane and Brooks, 2012). Parenting skills vary and a parent or surrogate with good parenting skills may be referred to as a good parent. In psychology, the parental investment theory suggests that basic differences between male and females in parental investment have great adaptive significance and lead to gender differences in making propensities and preferences (Johuri, 2014).

ii. Types of Parenting Styles

Both Baumrid (1966) Maccoby & Martin (1980) identified four typologies of parenting styles as follows:

a. Authoritarian Parenting Styles:

Authoritarian parenting are very rigid and strict. High demands are placed on the child, but there is little responsiveness to them. Parents who practice authoritarian style parenting have a non-negotiable set of rules and expectations that are strictly enforced and require rigid obedience. When the rules are not followed, punishment is often used to promote and ensure future obedience. There are usually no explanation for punishment except that the child is in trouble for breaking a rule (Johuri, 2014). This parenting style is strongly associated with corporal punishment, such as spanking and "Because I said so" is a typical response to a child's question of authority. This type of parenting is seen more often in working class families than in the middle class. In 1983 Diana Baumrid found that children raised in authoritarian homes were less cheerful, more Moody and more Vulnerable to stress. In many cases these children also stress. In many cases these children also demonstrated passive hostility.

b. Authoritative Parenting Style:

Authoritative parenting described by Baumrid as the "Just right style", it combines a medium level responsiveness from the parents. Authoritative parents rely on positive reinforcement and frequent use of punishment. Parents are not aware of a child feelings and capabilities, and support the development of a child's autonomy within reasonable limits. There is a give-and-take atmosphere involved in parent-child communication and both control and support are balanced.

c. Permissive parenting style:

Permissive, or indulgent, parenting is more popular in middle-class than in working-class families. In these settings, a child's freedom and autonomy are highly valued, and parents tend to rely mostly on reasoning and explanation. Parents are undemanding, as there tends to be little if any punishment or explicit rules in this styles of parenting. These parents say that their children are free from external constraints and tend to be

highly responsive to whatever the child want at the time. Children of permissive parent are generally happy but sometimes show low level of self-control and self-reliance because they lack structure at home (Rubin, 2015).

d. Uninvolved Parenting Style:

An uninvolved or neglected parental style is when parents are often emotionally or physically absent. They have little or no expectation of the child and regularly have no communication. They are not responsive to a child's needs and have little or no behavioural expectations. If present, they may provide what the child needs for survival with little or no engagement. There is often a large gap between parents with little or no communication with their own parents tended to be victimized by other children and may themselves be exhibit deviant behaviour. Children of uninvolved parents may suffer in social competence, academic performance psychological development and problem behaviour. There is no definitive model of parents, with authoritarian and permissive parenting on opposite sides of the spectrum. Most conventional and models of parenting full somewhere in-between. Parenting strategies, as well as behaviours and ideas of what parents expects, (whether communicated verbally and non-verbally) can also play a significant role in a child's development.

iii. Academic Performance

Academic Performance implies the extent to which a student, teacher or institutions has attained their short or long term educational goals. Completion of educational bench marks such as secondary diplomas and bachelor degree represent academic performance. Academic performance is commonly measured through examination or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important, (Obinna, 2010).

iv. Factors Influencing Students' Academic Performance

Some of the factors are listed below:

- a. **Individual differences:** Individual difference in academic performance have been linked to differential in intelligence and personality. Students with higher mental ability as demonstrated by IQ test and those who have higher conscientiousness tend to achieve highly in academic settings. A recent meta-analysis suggested on academic performance in addition to intelligence and conscientiousness. Children's semi-structured home learning environment transit into more structured learning environment when children start first grade. Early academic performance enhances later academic performance. For Magnuson (2017), parent's academic socialization is a term describing the ways parents influence students' academic performance by shaping students' skills, behaviours and attitudes towards school. Magnuson further asserted that academic socialization can be influenced by parents; socio-economic status, and that highly educated parents tend to have more stimulating learning environments. Education is all

about learning and as a continuous process cannot take place without some people who are very significant to the child's existence. These people or individuals are the people that increase the child's change in behaviour. These people can also be classified as the agents of socialization among the various agents of socialization are: family, peer group, community and religion bodies (Fam & Yaacob, 2016).

- b. **Family:** The child's immediate environment is brought to his/her knowledge as the child begins to grow, seeing the parents and the other components of the society's preventative. In the family, the child begins the informal aspect of education. The accepted societal values and norms are transmitted into the child with the examples that the child learns to follow. Thus, the learning of the language of the society and the attendance to the society's call cannot emerge if the family cannot perform its duties. It is the family that introduces the child to school system. Thus, the family group or background affects the child's education.
- c. **Peer group:** Another factor that leads to the learning abilities of the child is the influence of the peer group. A child does not attend the school in isolation. There are his age mates, playmates and school who have invaluable influence on the child's dispositions. Thus, the family could impart certain values into the child striking to it for a very long time, only to lose those values in the school owing to the influence of peer group. In another dimension, peer group helps to make a child to learn better. In a group activity, the child are brought into the chance of learning from each other. This makes the individual child to learn from the ones who have better ideas of the concept at stake.
- d. **Religious Bodies:** A religious organization in the society affects children's socialization process through the inculcation of the right and needed habits into the child. This paves way for performance of the learner at the school. A child that has the right moral background always has the disposition to learning as against the child who lacks the moral backing from religious institutions.
- e. **School:** The school is the direct learning avenue for formal education. In this case, there are the roles and factors that the school must employ in order to make the child to learn. A child's comprehension depends on the management of the school and the school environment cum the teachers' dispositions to teaching and methods that he/she employs to drive home the points. The teacher is the implementation of the society's curriculum. The contents of the curriculum are made known to the

teacher who ought to know the methodological requirements for the imparting of knowledge to the learner.

v. Influence of Family on Students Academic Performance

The evidence produced so far has shown that the family and parental status provide the first learning opportunity for the child. Thus, apart from the financial aspect of the human social significance, the social stratum and educational level of the parent are very important for the academic progress of the children. Thus, the role of the parental position and level of wealthiest cannot be over emphasized. According to Ibe (2013), from the pre-school age, the child had already begun learning from the older people in the family, and seeing in them the gap which exists between childhood and realities of adulthood which I think that every child would consciously chose to work in order to grow significantly:

a. Parents income and student's academic performance

The home learning setting is formative in a child social development and is an essential contributing factor to educational outcomes at all stages of learning trajectory. Ogbu (2011), observed that family characteristics are a major source of disparity in student's outcomes. He noted that children, whose parents are rich, have certain needs, physical and sociological, which when met contributed positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playground, provision of books, and other essential materials. Moreso, this is made possible because of the earning power of parents from higher socio-economic status in the society. For this, Ikenyiri (2004) acknowledged that finance is very crucial. That learning and academic performance of children requires finance because nothing works effectively without money. Furthermore, Okendu (2009) observed that socio-economic of parent may be able to buy for the child. Okonkwo (1998) also added that socio-economic status accounts for the type of school which the child attend.

Ogulu (2014) observed that high socio-economic status parents are able to provide their children with books to encourage them in their various learning optimal care and education for their children. However, the challenges are more devastating among the poor income families that struggles to provide the basic needs to sustain their family. Dubey (2011) believes that in terms of material circumstances, or environment, parents of the relatively high class are able to supply children with more opportunities to learn things which will aid their learning in school. Ogulu (2014) stated that high income enables parents to give their children the advantages to what money can buy. A high income parents provides good schools which can equip them in academic performance.

However, Nwachi (1991), Berelson, Onyia (2002) and Jenks (2018) opined that many student's from low socio-economic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to kinds of materials used in school. Given that most times, low

income family students are kept away or sent out from school or excluded from certain activity or lack money to provide the prescribed equipment or materials. They suffer from stigma of being isolated during break or lunch times by their mates because of poverty. Jenks (2018), further asserted that parents from low socio-economic status families may be unable to afford resources such as books, computers and school fees for their children. Families with low economic status often lack financial, social and educational support that characterizes families with high school fees for their children.

On the other hand, Okoh (2004), family instability may also cause the children to develop a withdrawn attitude and behaviour in school which may invariably affect their performance. Once the child is traumatized as a result of parental deprivation, he or she will develop intellectual brain fatigue due to extreme stress and depression capable of causing low academic performance (Anyiam, 2001). Obinna (2010) asserted that life in single parent's family or broken home can be stressful for both the child and the parent, such families are faced with challenges of inadequate financial resources. However, Brown (2018) similarly affirmed that parent from low socio-economic status families may be unable to afford resources, social and educational support due to poverty.

a. Parent's level of education and student's academic performance

Generally, traditional research has revealed that more highly educated parents and especially mothers have greater success in providing their children with cognitive and language skills that contribute to success in schools. Parent's level of education is important as parents want their children to maintain the same status Quo (Malian, 2019). It's also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect that their children will earn good grades, behave well in school, attend choice universities and read professional courses. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also helped them to build their own confidence and self-concept which is important in their education (Malian, 2019). However, parents over expectations might also cause stress to their children which translates to poor educational attainments.

Rubin (2015) pointed out that children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museum, libraries, all activities educated parents are more apt to do, they are engaging the child in a number of direct learning experiences that will help him or her to achieve the best in education. Rubin (2015), carried out a study on the relationship between the parent's level of education and academic performance of their children in South Punjab town, Pakistan. Similarly, Johnri (2014), earlier conducted a study on the effect of parental level of education on students' academic performance in Norway. The results of the study

indicated that there is a positive correlation between parental level of education and their children's academic performance.

b. Parent's Occupation and Students' Academic Performance

Performance parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization. It is through parent's occupation and efforts that children are socialized to become productive citizens in education and general life. Ogbu (2011) conducted a study on the impact of parent's occupation on academic performance of secondary school students' in Kuala Terengganu, Malaysia. The result showed that students from parent with formal education performance well than those from parents with informal education. However, the researchers did not give any details on how the time parents spent in their occupations (whether formal or informal) affects students' academic performance.

Ibe (2013) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore, they are often left with less time to spend with their family members and getting more involved in their children's educational activities. However, it's also important to note that not all parents in inferior occupation work for long hours.

Magnuson (2017) also conducted a study on the impact of parents profession on their children's learning of English in Pakistan. The result revealed that for learning English Language, parent's profession has positive correlation on it that varies with respect to their profession. In this study Magnuson found out that children whose parents have more advanced or better profession live in places where English Language is spoken frequently and therefore they are more conversant with the language than those whose parents have inferior professions. The study only focuses on learning of English Language but this current research focused on the general academic performance of secondary school students in Ekpelye land of Rivers State.

(iv) Environment and Academic Performance of Students

One of other factor that influence children academic performance is school location. Given that study environment makes or mar children performance, Onukwo (2004), opined that a conducive environment enhances student growth and development. Students feels happy and learn better in a peaceful and friendly environment unlike some noisy urban centres associated with deficits in mental concentration, and capable of leading to student's poor performance. Noise as anything that interferes with teaching and learning process and is inimical to learning.

Furthermore, the physical structure of a school building as environment and the interaction between students and teachers are contributory to academic performance. School climate affect student's performance. School climate is multidimensional and influences many students. Additionally, school climates can either be of positive or negative influence on the learning environments (Freibery, 1998). While positive

school climate is tantamount to fewer behavioural and emotional problems for students, negative school climate is a significant barrier to learning.

Specific research on school climate in high risk urban environment indicates that a positive, supportive and cultural conscious school climate can significantly shape the degree of academic success experienced by urban students (Hayness and Corner, 1993). School climates research suggests that positive interpersonal relationships and optional learning opportunities to students in all demographic environments can increase achievement behaviour. Regarding the roles of teachers and administrators Taylor and Tashakkor (1995), found that a positive climate is associated with increased job satisfaction for school personnel. Attending a new school can be frightening for students and this apprehension can adversely affect students' perceptions of their schools climate and learning outcomes.

However, providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school. Therefore, school environment can play a significant role in improving a healthy, positive and supportive school climate for students. Notwithstanding, Eric (2005), opined that school environment has broad influence on student's learning and growth, including a significant aspect of their school, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. Supportive school environment foster positive outcomes by promoting students sense of connected belongingness or community, respectful relationship with peers and adult at school. This means that positive school environment fosters academic success as students who experience school as a caring community become more motivated, ambiguous and engage in learning.

Similarly, Oweoye (2011) stated that there is a significant difference between the academic achievement of students in rural and urban secondary schools as measured by senior school certificate examinations. To him, the geographical location of schools has a significant influence on the academic achievement of students. Also, he pointed out that uneven distribution of resources, poor school mapping facilities, problem of qualified teachers refusing appointment or not willing to teach in villages, lack of good road, poor communication, and non-chalant attitude of some communities to school among others are some of the contributory factors that widened the gap between rural and urban secondary schools. Schools located in rural areas usually lack qualified teachers. It is because, they do not want to go to rural areas that lack social amenities. They prefer to stay in urban school. Students in urban areas have better academic achievement than their rural counterpart.

(vii) Dietary and Academic Performance of Students

For Kozol (1967), hunger is brought by poverty which to a large extend is responsible for children sleeping in classes. Schneider et al (1981) on hunger and malnutrition, stated that

substantial number of new-born, who survived the hazard of birth and live through the first month, die between the second month and their second birthday from causes which can be traced to malnutrition/protein deprivation. There are several report of students who come to school without breakfast and who are too hungry to learn.

The issue is that poverty make people go without food for more than necessary or eat food that are lacking in protein and other nutrients necessary for human development. In the statement of a school child cited in Narayan (2000), "When I leave for school in the morning, I don't have any breakfast. At noon there is no lunch, in the evening, I get a little super that is not enough. So when I see other children eating, I watch them and if they doesn't give me something, I think am going to die of hunger". This shows the degree of poverty and how it shows it face in the school life of students. Similarly, Freedman (2003) contended that poverty among students in higher education is a phenomenon that is to some extent hidden.

However, there is substantive evident that significant level of poverty exists among students and the indebtedness and deprivation caused by periods of student poverty negatively affect academic performance.

Methodology

The study is anchored on descriptive survey design as a blue print to collect, find and make inferences and generalizations on the socio-economic status and students' academic performance in Ekpeye using cluster technique to select respondents from Western Ahoada County High School Ahoada, Upata I Community Secondary School Edeoha, Igbuduya Community Secondary School Okogbe, Ubie Community Secondary School Oyigba, Ugbobi Community Secondary School Idu-Ekpeye and Government Secondary School Ogbo drawn from six Igbus in Ekpeye. The research made use of both primary and secondary method of data collection and analyzed them through sample percentage, tabulation and yes or no responses.

Data Presentation, Analysis and Discussion of Findings

Table 1: Distribution of Respondents

Respondents	Number of Respondents	Percentage
Male Student	150	37.5
Female Student	150	37.5
Form Teachers	30	7.5
Parents	70	17.5
TOTAL	400	100

Source: Researcher Field Work 2026

The table above shows 150 male students representing (37.5%) and another 150 female student that represent (37.5%), 30 form teachers representing (7.5%) and 70 parents that represents (17.5%) respondents.



Table 2: School-by-school Location of Respondents

Schools	Number of Respondent	Percentage
WACHS Ahoada	50	20
UCSS Edeoha	50	16
ILSS Okogbo	50	16
UCSS Oyigba	50	16
UCSS Idu-Ekeye	50	16
GSS Ogbo	50	16
TOTAL	300	100

Source: Researchers Field Work, 2026

The table shows the total number of selected schools and the respondents distribution. All the selected public senior secondary schools, have equal number and same percentage of respondents.

Table 3: Classes of Respondents

Class	Number of Respondents	Percentage
SSS 1	100	33.3
SSS 2	100	33.3
SSS 3	100	33.3
TOTAL	300	100

Source: Researchers Field Work, 2026

This table shows that all the students' respondents are in the senior secondary school and each class has a total number of 100 respondents.

Table 4: Distribution of Respondents by Parents Occupation

Occupation	Number of Respondents	Percentage
No work	10	14.2
Self employed	40	57.1
Civil Servant	15	21.4
Politician	5	7.1
TOTAL	70	100

Source: Researchers Field Work, 2026

The table above indicated that there are parents who have no work, some self-employed, civil servant and politicians. While parents without a particular work are 10 in number representing 14.2 percent, parents that are self-employed are more 40 in number with 57.1 percentage, civil servant are 15 in number representing 21.4 percentage, those who are politician are 5 parents only covering 7.1 percent of the total parentage.

Data Analysis

Does parents social-economic status affects the academic performance of students?

Table 5: Level of Education and Income

Respondents	Number of Respondents	Percentage
Yes	300	75
No	100	25
Total	400	100

Source: Researchers Field Work, 2026

This table 5 shows that the socio-economic status, level of education and income of parents truly affect their children. For 300 respondents numbering 75 percent said yes while 100 representing 25% said No.

Can hunger affect student reading habit?

Table 6: Hunger and Students Reading Habit

Respondents	Number of Respondents	Percentage
Yes	280	70
No	120	30
Total	400	100

Source: Researchers Field Work, 2026

Discussion of Finding

The analysis of the above data revealed the position of the researcher and the standpoint of the literature reviewed. As shown in Table 4.2.1 indicated that parents socio-status, level of education and income to a great measure affect their children academic performance. 300 respondents representing 75% affirmed this while 100 respondents of 25% stated that the occupation of parents does not affect.

In table 4.2.2, it was gathered that hunger, feeding and eating affects students' performance measuring 70% while 120 respondents of 30 percent opposed.

Conclusion and Recommendations

Summary/Conclusion:

This research work was concerned with parental socio-economic status and students' academic performance in six selected public senior secondary schools in Ekpeye. The researcher's interest was drawn to this topic by the fact that most studies of socio-economic status and its associated effects have not always focused on how this affect students' academic performance. Parent socio-economic status has proven to be one of the strong backbone of every student. While those with good background live to testify the benefits, the low-income parent-student live in anguish.

It is important to note that, the findings of this research also indicated that environment significantly affect student academic performance. Students from school with adequate learning facilities, good teachers-students relationship and favourable learning environment performance well, while students of low socio economic status that attended villages rural schools performed comparably poor.

Recommendations

Based on the findings of the study, the following recommendations are hereby put forward.

- i. Parents should try to improve as much as possible in their level of education because it has significant influence on their children's academic performance. Parents must sacrifice the academic well-being of their children on the altar of their jobs or occupation.
- ii. Government, multinational companies and public spirited individuals should be able to identify and support intelligent indigent students from low-income parents with a view to boosting their academic performance.
- iii. Government should maintain school facilities to enhance a well conducive learning environment and as well make education free and or less costly. This will reduce the pressure on parents whose socio-economic conditions are poor thus making the amount of money needed by the parents. Apart from the fact that this will enhance the status of the student on school, it would also encourage other people to get into school.

References

1. Anita, K. Jairo, K. M. Odhiambo, O. & Mary, E. A. (2013). Influence of teacher characteristics on students' academic achievement among secondary schools. *Journal of Education and Practice*. 4(3).
2. Arul-Laurence, A. S. (2012). School environment and academic performance of standard six students. *Journal of Education and Industrial Studies in the World* 2(3), article 22.
3. Boa, Y. P. (2014). Factors that influence high academic performance in secondary schools in kilimanjaro Region. The Open University of Tanzania.
4. Caplovitz, D. (1963). The poor suffers more. The free press.
5. Coleman, J. S. (1966). *Equality of Educational Opportunity*. US Dept. of Health, Education and Welfare.
6. Danial, M. (2004). Doing Quantitative Research in Education-Sage Production.
7. Dunn, R. (1985). Light up their lives. A review of research on the effect of lighting on children's achievement and behaviour. *The teacher*, 38(19), 863-869.
8. Freibery, H. T. (1998). Measuring School Climate: Let Me count the ways-Education leadership, 56(1), 22-26.
9. Horowitz, D. & David, K. (1974). The foundation: Charity begins at home. Prentice Hall.
10. Lewis, O. (1964). The Culture of Poverty. Ohia State University Press.
11. Molokomphele, L. & MhLauli, M. B. (2014). An investigation on students academic performance for junior secondary schools in Botswana. *European Journal of Educational Research*. 3(3).
12. Mudassir, I. & Norsuhaily, A. (2015). The influence of school Environment on academic performance of secondary school students in kuala Terengganu, Malaysia. *Proceedings of ICIC* 2015.
13. Narad, A. & Abdullah, B. (2016). Academic performance of senior secondary school students: Influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*. 8(2), 12.
14. Okendu, J. N. (2009). The influence of Socio-Economic Background, peer group, and family instability on students' performance. *Institute of Educational Journal* 20 (1), 97 – 107.
15. Orlu, C. (2013). Environmental Influence on the academic performance of secondary school students in Port Harcourt Local Government Area of Rivers State. *Journal of Economic and Sustainable Development*. 4(2).
16. Owoeye, J. S. (2011). School location and academic achievement of secondary school in Ekiti State, Nigeria. *Journal of Asia Social Science*. 7(5).
17. Plowden, B. (1967). Children and their primary schools: A report of the Central Advisory Council of Education. Science and Education Publishing. <https://www.sciepub.com>
18. Schneider, L. (1981). Human Responses to Social Problems. Homewood Dorsey Press.
19. Scrambler, S. & Scrambler, A. (1999). Rethinking Prostitution. Eaglewood Prentice Hall.
20. Sibanda, L., Iwu, C. G. & Benedict, O. H. (2015). Factors influencing academic performance of social economy. 2(24).
21. Sunday, A. A. (2012). The relationship among school environment, student approaches to learning and their academic achievement in senior secondary school in physics. *International Journal of Educational Research and Technology*. 3(1).
22. Townsend, P. (1970). Measurement and explanation of poverty in High and Low income countries. Peter Smith Publication.
23. Udoh, C. O. (1980). The Environmental health problems in Nigeria Schools. *West African Journal of Education*. 21(2), 156-163