



# Socio Economic Background of Parents as Correlate of Academic Performance of Biology Students in a Selected School in Ekiti-State, Nigeria

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## Abstract

This study investigated the effect of socio-economic background of parents on students' academic performance in Biology in Mary Immaculate Grammar School, Ado Ekiti, Ekiti State, Nigeria. This study identified the good and poor academic performance of students could be explained the role of socio-economic background of parents as to students from high socio-economic background performance determinants in their academics than students from a low socio-economic background was established to be true. The research findings showed that socio- economic backgrounds have much effect on academic performance of students. Therefore, the good and poor academic performance could be greatly explained by certain variables of socio- economic background. A sample of 80 students were selected randomly among Mary Immaculate Grammar School, Ado Ekiti, Ekiti State. A questionnaire that has items of family income, family educational background and family type was the only instrument used. Descriptive statistics was used for data analysis and data presentation. The result of the findings (80%) revealed that students from the high socio- economic background performed better than their counterparts from average and poor homes. Thus, socio-economic factor has great influence on students' performance at school. It is hoped that further researches on the extent to which socio-economic background affects the academic performance of students were carried out to know if this factor affects most of the students in the country, so as to consider the factor when planning the curriculum and also proffering solution to this important factor.

## Keywords

Economic, Parents, Social, Academic, Performance

## INTRODUCTION

Parents play an essential and crucial role in their children's academic journey, in addition to being concerned in their children's education pursuits. Parents also provide a conducive home environment, educational resources that can affect learning. Socio- economic status depends on a combination of variables, including occupation, education, income, wealth and place of residence. Researchers often use parental socio- economic status as means of predicting academic performance. ([www.answers.com](http://www.answers.com), 2024).

Researchers have made efforts to explain reasons why there are differences in academic performance of students by focusing on school/environment and hereditary without paying attention to effects of socio-economic background of parents. Research indicates that children from low socio- economic household and community develop academic skills more slowly compared to children from higher socio- economic status. (Morgan, Farkas, Hillemeier, Maczuga, 2020).

Research also indicates that school systems in low socio- economic status and community are often under resourced, which is negatively affecting students’ academic performance (Alscens and barbarian, (2022). The primary environment of students is the home and it stands to exert tremendous impact on students’ achievements. (Hoover-Dempsey and Sandler’s et al, 2025; Redding, Nyarko, 2021).

In Addition, the home is the primary agent of education for the child. Thus the way the child lives, the food he/she eats and his/her lifestyle is influenced by the home. The type of family system the child is exposed to could influence his academic achievement in school. Kellaghan (2023) affirmed that academic success depends on what parents do at home. A Student’s education is directly concomitant to their parents socio-economic s achievements (Battle and lewis 2022). Therefore, it is important to have a clear understanding of what benefits or one’s achievement.

## OBJECTIVES OF THE STUDY

The major objective of this study is to explore the correlation flanked by socio-economic background of parents and academic performance of students, while the expansive objectives are as follows:-

- Identify the effects of social background on Academic performance
- Identify effect of Economic background on Academic performance
- Identify effect of parental influence on Academic performance
- Identify the programmatic intervention for improved academic performance

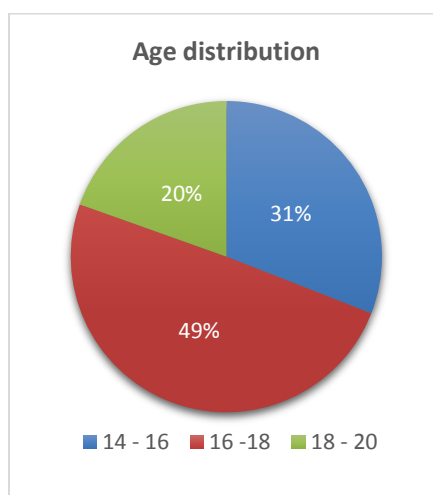
## METHODOLOGY

The research area was Mary Immaculate Grammar School, Ado Ekiti, Ekiti State of Nigeria. Ado town is the capital of Ekiti state, southwestern Nigeria. The population of this study were randomly selected in Mary immaculate Grammar School in Ado Local Government Area of Ekiti State. The total population of the school was 750 which comprises the students in the research area. The study adopts simple random sampling techniques to select 80 participants, based on gender and zone that formed the population of the study. The major research instrument used was the questionnaires. The data for the study was collected with the aid of questionnaire. A letter of introduction was obtained from Adekunle Ajasin University Akungba-Akoko to the school principal. The reason for the research study was explained to the respondents verbally and consent obtained.

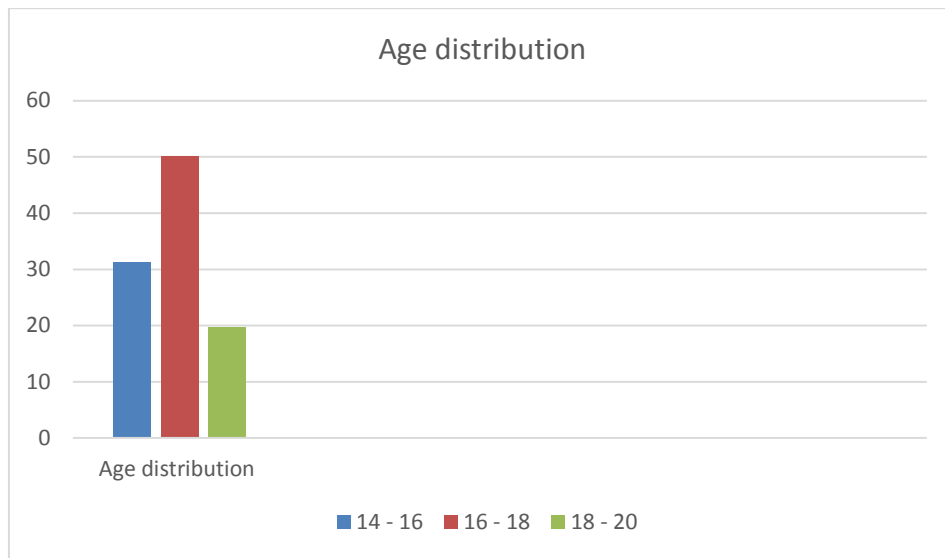
## RESULTS AND FINDINGS

**Table 1** Age Distribution of participants

S/N	Age Range	Frequency	Percentage %
1.	14-16	25	31
2.	16-18	40	49
3.	18-20	15	20
4.	Total	80	100%

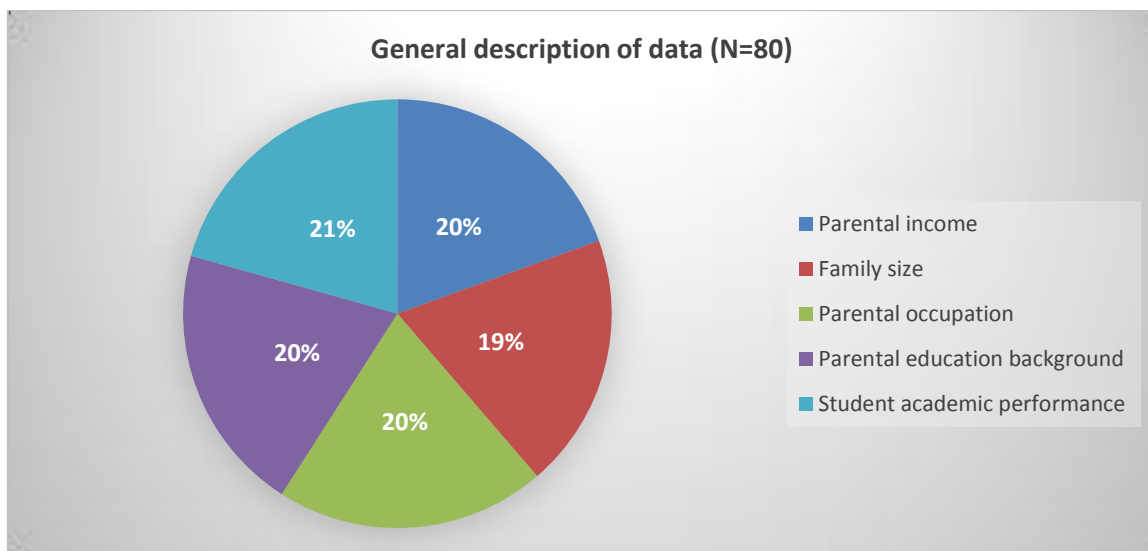


**Fig. 1** Pie-chart showing the age of participants

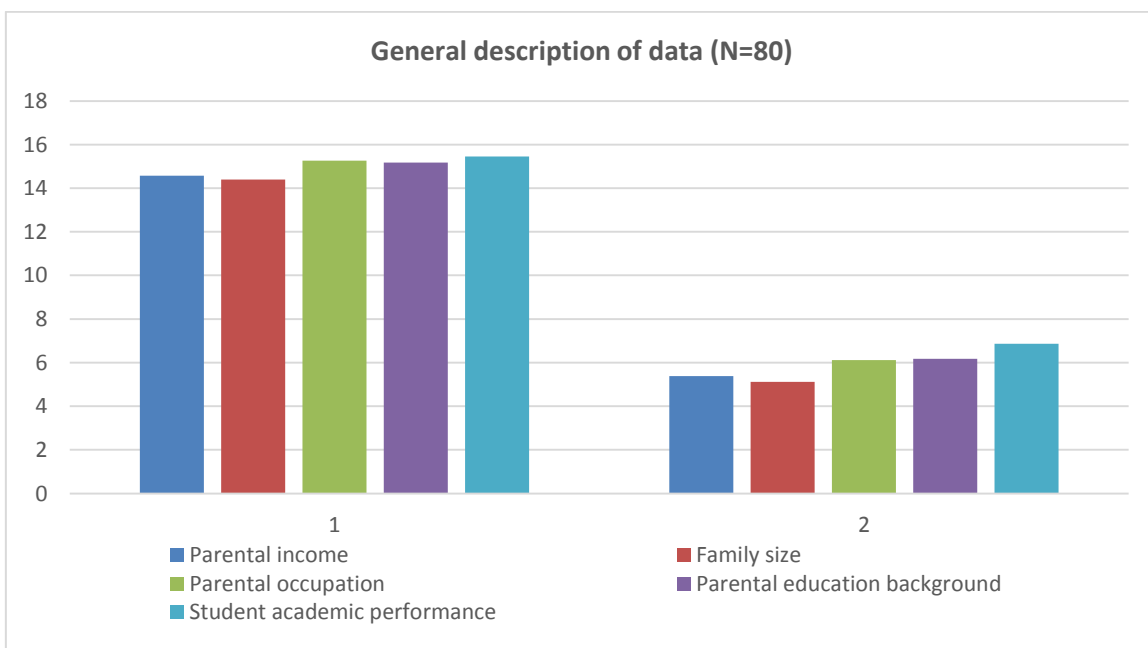


**Fig. 2** Bar chart showing age of the participants

The Table above showed the age of respondents, it shows that 14-16 years with frequency of 15 shows 31 % of the respondent, 16-18 years with 49 % show the highest range of the ages of the respondents and 18-20 with 20% show the response of students among the age bracket.



**Fig. 3** Pie chart showing the family socio-economic factors and students academic performance



**Fig. 4** Bar chart showing the family socio-economic factors and students' performance

**Table 2** Frequency Table

My parents are not educated and this factor affected my performance in Biology

Response	Frequency	Percentage
Strongly Disagree	20	25%
Disagree	10	12,5%
Agree	20	25%
Strongly Agree	10	12,5%
<b>Total</b>	80	100

Source: Survey 2025

The table above show the response of the Respondent on the research question, 20 of the respondent with 25% strongly disagree that they were affected because their parents are not educated, 10 of the respondent disagree with 12.5%, while 20 of the respondent agreed that they were affected because their parents were not educated also 10 of the respondent strongly agreed that their parents lack of education affected them.

**Table 3** Frequency Table

My parents don't care much about my biology subject and most times I have to do my homework myself whether I know it or not.

Response	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	50	62,5%
Agree	20	25%
Strongly Agree	10	12,5%
<b>Total</b>	80	100

Source: Survey 2025

The table show zero respondent strongly disagreed with the question, while 50 of the respondents with 62.5% disagreed that my parents don't care much about my biology and most time I have to do my assignment myself, 20 respondents agreed that their parent left them alone doing their homework even when they know it or not, and the remaining 10 respondents with 12.5% agreed also that their assignment was done by them without the assistance of their parents.

**Table 4** Frequency Table

My parents regularly paid my school fees but don't care to know how I am performing in biology subject.

Response	Frequency	Percentage
Strongly Disagree	10	12.5%
Disagree	50	62,5%
Agree	10	12.5%
Strongly Agree	10	12,5%
<b>Total</b>	80	100

Source: Survey 2025

The table above show that 10 respondents strongly disagree about the statement that their parents only ensure that they pay their school fees but don't care to know how I am faring biology, also 50 respondent disagree with 62.5% while 10 respondent agree that their parents only pay their school fees but don't care about their performance in Biology, also the remaining respondent strongly agree that their parent only focus on their school fees without caring may be they are faring biology.

**Table 5** Frequency Table

My parents organized paid private lessons for me which improved my performance in biology

Response	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	10	12.5
Agree	20	25%
Strongly Agree	50	62.5%
<b>Total</b>	80	100

Source: Survey 2025

Table above show the responses of the respondent on the research question that my parents organized private lesson for me which has improved my performance in biology, zero respondent strongly disagree, 10 of the respondent with 12.5% disagree, 20 respondent agree, while 50 respondent strongly agree with 62.5% and this show that 70 of the respondent attended private lesson in order to improve their Performance in biology.

**Table 6** Frequency Table

My parents value education greatly and their encouragement really assisted my performance in biology

Response	Frequency	Percentage
Strongly Disagree	10	12.5%
Disagree	0	0%
Agree	20	25%
Strongly Agree	50	62.5%
<b>Total</b>	80	100

*Source:* Field Survey 2025

Table above show the 10 respondent with 12.5% whose response show that their parent didn't value education and they were not encouraged by their parents, while 20 respondents agreed that their parents value education a lot and their encouragement really helped them in Biology, also 50 respondents with 62.5% strongly agreed that their parents value education and also encouraged them.

Summarily, This study examined socio –economic background and academic performance of biology students in Mary Immaculate Grammar School, Ado Ekiti, Ekiti State. The independent variables examined were; parental income, family size, parental occupation, parental educational background while dependent variable were students' academic performance in Biology. The results achieved the purpose of the study, as presented. The findings of the study revealed that there was significant influence of parental income, family size, parental occupation, parental education background on the academic performance of SS 11 students in Biology in Mary Immaculate Grammar School, Ado Ekiti, Ekiti State.

Conclusively, There was a significant influence of socio-economic background of parents on students' academic performance in biology. Socio economic background is key to a students' life, within and outside of school. Students from low socio-economic status are at a disadvantage in schools because they lack an academic home environment, while influencing their academic success at school. Students whose parents are of low socio-economic are made to engage in petty trading in order to earn income with which to pay fees and buy books while the high socio-economic parents encourage their children to have extra coaching after school period. The findings of the study revealed that there was significant influence of parental income, family size, parental occupation, parental education background on the academic performance of SS 11 students in Biology in Mary Immaculate Grammar School, Ado Ekiti, Ekiti State.

## RECOMMENDATIONS

Parents of low socio-economic status should be empowered to enable them provide for basic needs for their children. Thus, enhances their academic performance in Biology. Parent –teacher interactions should be encouraged. By this, students of low socio-economic status will be Motivated.

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