

Parental Socioeconomic Status and Academic Achievement in Home Economics among Senior Secondary School Students in Odukpani Local Government Area, Cross River State.

Ishiekwen Bridget Ushang, Dr Eyo Bassey Ekpe, Obi Olor, Okon Esther, Ofem Stella

Home Economics, University of Education and Entrepreneurship, Calabar, Cross River, Nigeria

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ABSTRACT

Parental socioeconomic circumstances are widely regarded as an important contextual factor in students' educational experiences, although their relationship with academic achievement may vary across settings and subject areas. This study examined the relationship between parental educational attainment, parental occupational status, household economic resources and academic achievement in Home Economics among Senior Secondary School students in Odukpani Local Government Area of Cross River State, Nigeria. A correlational design was used to analyse data from 300 students. Data were represented by parental educational attainment, parental occupational status and household economic resources, while achievement was measured using a 50-item Home Economics Achievement Test (HEAT). Pearson Product-Moment Correlation was used to examine the individual relationships, while multiple linear regression was used to determine their combined predictive contribution. The mean HEAT score was 35.00 out of 50 (70.00%). Parental educational attainment was not significantly related to achievement, $r = -.038$, $p = .507$; parental occupational status was also not significant, $r = -.023$, $p = .689$; and household economic resources showed a weak, non-significant relationship, $r = -.077$, $p = .181$. The three socioeconomic variables jointly explained 0.8% of the variance in achievement, and the regression model was not significant, $F(3, 296) = 0.838$, $p = .474$. The study concludes that the three measured dimensions of parental socioeconomic status did not demonstrate statistically significant associations with Home Economics achievement in the sampled students.

Keywords: parental socioeconomic status, parental education, parental occupation, household economic resources, Home Economics, academic achievement, secondary school students, Odukpani, Cross River State.

INTRODUCTION

Background to the Study

Academic achievement remains an important indicator of students' acquisition of knowledge, skills and competencies through formal education. At the secondary school level, however, achievement does not develop in isolation. It is shaped by an interaction of learner characteristics, school conditions, instructional practices and family circumstances. Among these factors, parental socioeconomic status has received sustained attention because family socioeconomic circumstances may determine the educational, material and social resources available to students.

Parental socioeconomic status is generally understood as a multidimensional construct encompassing indicators such as educational attainment, occupational position and economic resources. Parental education may influence parents' knowledge of school expectations, transmission of educational aspirations, and academic guidance provided. Occupational status may influence employment stability, household resources and the amount of time available for educational involvement. Household economic resources may determine whether students have access to textbooks, writing materials, transportation, electricity, suitable study spaces and other resources required for effective learning.

The relationship between socioeconomic status and academic achievement, however, should not be treated as automatic or uniform. Evidence from Nigeria has produced mixed findings. Research conducted in Calabar Municipal Local Government Area revealed that there was a significant relationship between the parental socioeconomic background and students' academic performance and that parental occupation is an important predictor. [Udida et al., 2012] Recent studies in Cross River State also reported significant association between economic status of parents and academic performance of students. [Ejale et al., 2026]. More than that, some research conducted in Alimosho Local Government Area of Lagos State challenged the assumption that socioeconomic status is necessarily a determinant factor of students' academic performance. [Osaro-Martins et al., 2024].

The issue is particularly relevant to Home Economics because the subject comprises theoretical knowledge and practical learning. Students may need to access textbooks, fabrics, food materials, equipment and other resources required for meaningful participation in practical activities. Consequently, household economic circumstances may influence students' opportunities to engage fully with the subject.

Studies have looked at the influence of socio-economic factors on educational outcomes of students in different parts of Nigeria. Of special interest is the 2024 study on Home Economics students in Calabar Metropolis, Cross River State. The study examined parental socio-economic status, parental educational status and parental occupational status among 1,840 students with the use of questionnaire and Home Economics Achievement Test. The study found that socio-economic factors were related to students' performance in Home Economics. However, its analysis relied principally on percentages, means and standard deviations, making it less suitable for determining the magnitude and independent predictive contribution of specific socioeconomic variables.

The geographical focus of that study was Calabar Metropolis. Odukpani Local Government Area constitutes a different educational and socioeconomic context. Findings obtained from Calabar therefore cannot simply be assumed to apply to Odukpani. Differences in household economic activities, access to educational resources, school environments and community characteristics may influence the relationship between family socioeconomic circumstances and student achievement.

The present study consequently adopts a more focused approach. Rather than asking students merely to express their perceptions about parental influence, it proposes to measure parental socioeconomic characteristics and relate those characteristics to students' objectively obtained scores on a Home Economics Achievement Test. The study therefore seeks to determine whether parental educational attainment, occupational status and household economic resources are statistically associated with actual achievement in Home Economics.

Statement of the Problem

Students offering Home Economics in secondary schools do not learn under identical family circumstances. Some students come from households with relatively stable income, educated parents and adequate educational resources, while others experience financial difficulties that may restrict access to textbooks, practical materials, transportation, electricity and other resources necessary for learning.

It would nevertheless be inappropriate to conclude that students from economically advantaged households will necessarily outperform students from less advantaged households. Existing Nigerian evidence is inconsistent. Some studies have reported significant relationships between parental socioeconomic characteristics and students' academic outcomes, while other studies have produced less conclusive findings.

The problem is particularly important in Home Economics because effective learning may depend partly on access to practical materials and other household-supported resources. Yet evidence specifically examining the relationship between objectively measured Home Economics achievement and identifiable dimensions of parental socioeconomic status remains limited in Odukpani Local Government Area.

A previous study conducted in Calabar Metropolis examined parental socioeconomic status and Home Economics students' academic performance. While that study provides useful evidence, its findings cannot automatically be generalized to Odukpani because the two locations may differ in socioeconomic circumstances, educational opportunities and school environments. Moreover, the methodological approach used in the earlier study provides limited evidence concerning the independent and combined predictive contribution of parental education, occupation and household economic resources.

The central problem addressed by this study is therefore the lack of location-specific empirical evidence concerning the extent to which measurable parental educational attainment, occupational status and household economic resources are associated with objectively measured Home Economics achievement among Senior Secondary School students in Odukpani Local Government Area.

Purpose of the Study

The general purpose of the study is to determine the relationship between parental socioeconomic status and academic achievement in Home Economics among Senior Secondary School students in Odukpani Local Government Area of Cross River State.

Specifically, the study will:

- determine the relationship between parental educational attainment and students' achievement in Home Economics;
- determine the relationship between parental occupational status and students' achievement in Home Economics;
- determine the relationship between household economic resources and students' achievement in Home Economics; and
- determine the combined predictive contribution of parental educational attainment, occupational status and household economic resources to students' achievement in Home Economics.

Research Questions

The study will answer the following questions:

- What relationship exists between parental educational attainment and students' achievement in Home Economics?
- What relationship exists between parental occupational status and students' achievement in Home Economics?
- What relationship exists between household economic resources and students' achievement in Home Economics?
- To what extent do parental educational attainment, occupational status and household economic resources jointly predict students' achievement in Home Economics?

Research Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

H01: There is no significant relationship between parental educational attainment and students' achievement in Home Economics.

H02: There is no significant relationship between parental occupational status and students' achievement in Home Economics.

H03: There is no significant relationship between household economic resources and students' achievement in Home Economics.

H04: Parental educational attainment, occupational status and household economic resources do not jointly significantly predict students' achievement in Home Economics.

LITERATURE REVIEW

Concept of Parental Socioeconomic Status

Parental socioeconomic status refers to the social and economic position occupied by a student's family within the wider community. Because socioeconomic status is multidimensional, no single indicator adequately captures the construct. Educational attainment, occupation and economic resources are therefore frequently considered together.

For the present study, parental socioeconomic status is operationalized through three dimensions: parental educational attainment, parental occupational status and household economic resources. Treating these dimensions separately makes it possible to determine whether one aspect of socioeconomic status is more strongly associated with Home Economics achievement than another.

Parental Educational Attainment and Academic Achievement

Parental educational attainment may influence students' educational experiences in several ways. Parents with higher levels of education may have greater familiarity with formal schooling, may be better positioned to assist with academic activities and may communicate stronger educational expectations.

However, parental education should not automatically be interpreted as a direct cause of higher achievement. Its influence may operate through several related factors, including parental expectations, communication, educational resources and the broader learning environment.

Parental Occupational Status and Academic Achievement

Occupation represents another dimension of socioeconomic position. Employment can affect household income, stability and access to social and educational resources. Parents in relatively stable occupations may have greater capacity to meet school-related expenses and provide educational materials.

At the same time, occupational category alone may be an imperfect measure of socioeconomic status. Some self-employed persons may have substantial resources, while some formally employed individuals may experience financial constraints. The present study therefore proposes to consider occupation alongside other socioeconomic indicators rather than treating occupational title as a complete measure of family socioeconomic status.

Household Economic Resources and Academic Achievement

Household economic resources refer to the family's capacity to meet students' educational and basic needs. In the context of Home Economics, this may include the ability to provide textbooks, practical materials and transportation, as well as access to electricity and an appropriate study environment.

Because secondary-school students may not know their parents' exact income, the present study will use several observable resource indicators rather than depending exclusively on a precise monthly income figure.

Home Economics and Academic Achievement

Home Economics is both theoretical and practical in orientation. Students are expected to acquire knowledge and develop practical competencies in areas including food and nutrition, clothing and textiles, home management, family living, consumer education and health-related practices.

The resource requirements associated with practical learning make Home Economics a useful context for examining the relationship between household socioeconomic circumstances and academic achievement. Nevertheless, the existence of such a theoretical pathway does not establish that socioeconomic status causes achievement. The relationship must be tested empirically.

Empirical Review

Evidence from Nigeria suggests that socioeconomic status may be associated with academic outcomes, but the strength and nature of the relationship vary across studies and settings. Parental socioeconomic background significantly influenced students' academic performance in a study of public secondary school students in Calabar Municipal Local Government Area (Udida, Ambeken, Ukwai and Ogoto, 2012). Their analysis also identified parental occupation as an important predictive variable.

More closely related to the present study is Obi Olor, Ushang and Igboh (2024), which investigated parental influence on the academic performance of Home Economics students in Calabar Metropolis. The researchers studied 1,840 students and used a questionnaire and Home Economics Achievement Test. Their findings associated low parental income with difficulties in students' Home Economics achievement and emphasized the broader role of socioeconomic factors.

Evidence from Cross River State more generally continues to suggest that parental socioeconomic circumstances may be relevant to students' academic outcomes. A 2026 study involving public secondary schools across the state reported significant effects of parental economic status on academic performance. Such findings reinforce the importance of examining the issue within specific local educational contexts.

Conversely, research from Lagos State indicates that the relationship should not be assumed to be deterministic. Osaro-Martins et al. (2024) examined parental socioeconomic status and academic performance among senior secondary school students in Alimosho Local Government Area and highlighted the complexity of the relationship between family socioeconomic circumstances and academic outcomes.

The literature therefore reveals three important issues. First, socioeconomic status is potentially relevant to students' educational outcomes. Second, evidence varies across locations and educational contexts. Third, research specifically examining the relationship between distinct socioeconomic dimensions and objectively measured Home Economics achievement remains comparatively limited in Odukpani. The present study addresses this gap by combining a multidimensional measure of parental socioeconomic status with an objective achievement test.

METHODOLOGY

Research Design

The study adopted a correlational research design because it examined statistical relationships between parental socioeconomic variables and students' achievement in Home Economics.

Area of the Study

The study was conducted in Odukpani Local Government Area of Cross River State, Nigeria. Odukpani is located in the southern part of Cross River State and has strong geographical and socioeconomic links with Calabar, the state capital. The Local Government Area comprises 13 political wards and contains numerous rural and semi-rural communities, including Adiabo Efut, Akpap Okoyong, Okoyong, Odukpani Central and other settlements. The population is predominantly associated with the Efik people, although other ethnic and linguistic groups are also represented in the area.

According to the 2006 National Population Census, Odukpani Local Government Area had a population of 192,884 persons, comprising 100,697 males and 92,187 females. The educational system in Odukpani

comprises public and private primary and secondary schools. The Cross River State Ministry of Education maintains an approved school register that identifies private secondary schools in communities such as Okpok Ikpa, Akpap, Ikot Effiong Otop, Tinapa Road, Atan Onoyom, Akim Akim Town, Akpap Okoyong, Ikot Okon Abasi, and Okoyong Usang Abasi. Public secondary schools are also distributed across the Local Government Area. State statistical records for 2024 reported 1,611 students enrolled in public secondary schools in Odukpani, comprising 774 males and 837 females.

The economy of Odukpani is predominantly based on agriculture and other rural economic activities. Farming is an important livelihood activity, with cassava, yam, plantain and other crops produced in the area. Fishing and hunting are also important, particularly in communities associated with the area's waterways and wetlands. Forestry, petty trading, transport and small-scale commercial activities provide additional sources of livelihood. The State Government has also identified Odukpani as an important location for cassava production and agricultural development.

These demographic, educational and socioeconomic characteristics make Odukpani a suitable setting for examining the relationship between parental socioeconomic status and students' academic achievement in Home Economics. The predominance of agricultural and informal economic activities, together with variation in parental educational attainment, occupation and household resources, provides an appropriate contextual basis for investigating whether differences in family socioeconomic circumstances are associated with students' educational outcomes.

Population of the Study

The target population comprised 300 Senior Secondary School students offering Home Economics in Odukpani Local Government Area.

Sample and Sampling Technique

A multistage sampling procedure will be employed.

First, all secondary schools offering Home Economics will be identified. Second, schools may be stratified according to relevant characteristics where necessary. Third, schools will be selected randomly from the identified strata. Fourth, lists of eligible Home Economics students will be obtained from the selected schools. Finally, students will be selected proportionately from the participating schools.

Variables of the Study

The independent variables are:

X1: parental educational attainment;

X2: parental occupational status; and

X3: household economic resources.

The dependent variable is:

Y: students' achievement in Home Economics.

Students' achievement will be operationalized as their percentage score on the Home Economics Achievement Test.

Instruments for Data Collection

Two instruments will be used.

Parental Socioeconomic Status Questionnaire (PSESQ)

The PSESQ will comprise sections covering demographic characteristics, parental educational attainment, parental occupational status and household economic resources.

Home Economics Achievement Test (HEAT)

The HEAT will consist of objectively scored multiple-choice items derived from the Home Economics curriculum covered by the participating students. A 50-item test is proposed.

Each correct answer will attract one mark and each incorrect answer zero marks.

The percentage score will be calculated as:

$$\text{Achievement (\%)} = \text{Student's score} / \text{Maximum obtainable score} \times 100$$

Validity of the Instruments

The PSESQ and HEAT will be submitted to experts in Home Economics, Measurement and Evaluation, and Educational Research/Statistics for face and content validation.

For the HEAT, a table of specifications will be developed to ensure appropriate representation of curriculum content and relevant cognitive levels.

Reliability of the Instruments

A pilot study will be conducted among students who are comparable to the study participants but who will not form part of the final sample.

Cronbach's alpha will be used to determine the internal consistency of the relevant Likert-scale sections of the PSESQ. KR-20 will be used to estimate the reliability of the HEAT because the test items will be scored dichotomously.

Data Collection Procedure

Permission will be obtained from the relevant educational authorities and participating schools. The purpose and procedures of the research will be explained to participants, and appropriate ethical procedures will be followed. The PSESQ will be administered to sampled students, followed by the HEAT under standardized examination conditions. Participant identification codes rather than names will be used on the instruments.

Completed instruments will be checked for completeness before coding and analysis.

Data Analysis

Descriptive statistics will be used to summarize respondents' characteristics and the major study variables.

Pearson Product-Moment Correlation will be used to determine the relationship between:

- parental educational attainment and Home Economics achievement;
- parental occupational status and Home Economics achievement; and
- household economic resources and Home Economics achievement.

Multiple linear regression will be used to determine the combined predictive contribution of the three socioeconomic variables.

The regression model will be expressed as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y	=	Home	Economics	achievement	score
X ₁	=	parental	educational	attainment	
X ₂	=	parental	occupational	status	
X ₃	=	household	economic	resources	
β ₀	=		regression	intercept	
β ₁ –β ₃	=		regression	coefficients	
ε = error term					

The regression analysis will report R, R², adjusted R², the F statistic, regression coefficients, standardized beta coefficients, t values and significance levels.

All hypotheses will be tested at $\alpha = 0.05$.

RESULTS

A total of 300 student records were included in the analysis. The results are presented according to the four research questions and corresponding hypotheses. Descriptive statistics were used to summarize respondent characteristics and the major study variables, Pearson Product-Moment Correlation was used for the three bivariate relationships, and multiple linear regression was used to examine the combined predictive contribution of the socioeconomic variables.

Demographic Characteristics of Respondents

The respondents comprised 166 females (55.3%) and 134 males (44.7%). Ages ranged from 14 to 18 years. The class distribution comprised 114 SS1 students (38.0%), 99 SS2 students (33.0%), and 87 SS3 students (29.0%). Primary caregiver responses were Both parents (30.0%), Mother (25.0%), Father (24.7%), and Guardian (20.3%).

Table 1. Demographic Characteristics of Respondents (N = 300)

Variable	Category	Frequency	Percentage
Sex	Male	134	44.7
Sex	Female	166	55.3
Age (years)	14	64	21.3
Age (years)	15	57	19.0
Age (years)	16	56	18.7
Age (years)	17	66	22.0
Age (years)	18	57	19.0
Class	SS1	114	38.0

Class	SS2	99	33.0
Class	SS3	87	29.0
Primary caregiver	Both	90	30.0
Primary caregiver	Mother	75	25.0
Primary caregiver	Father	74	24.7
Primary caregiver	Guardian	61	20.3

Note. Percentages are based on N = 300.

Parental Educational Attainment

The dataset coded father and mother educational attainment on a 0–5 scale. Because the supplied manuscript does not provide the codebook that maps these numerical codes to named educational qualifications, the distributions are reported using the original numerical codes rather than assigning unverified labels. The parental education composite had a mean of 2.46 (SD = 1.31).

Table 2: Parental Educational Attainment

Education code	Father n	Father %	Mother n	Mother %
0	48	16.0	56	18.7
1	63	21.0	56	18.7
2	51	17.0	40	13.3
3	43	14.3	42	14.0
4	44	14.7	39	13.0
5	51	17.0	67	22.3

Parental Occupational Status

Father's and mother's occupational status were each coded from 1 to 9. The distributions were broadly spread across the nine numerical categories. For the inferential analyses, parental occupational status was represented by the mean of father and mother occupational-status codes.

Table 3: Parental Occupational Status

Occupation code	Father n	Father %	Mother n	Mother %
1	33	11.0	35	11.7

2	30	10.0	34	11.3
3	29	9.7	34	11.3
4	36	12.0	36	12.0
5	37	12.3	28	9.3
6	34	11.3	30	10.0
7	34	11.3	38	12.7
8	40	13.3	36	12.0
9	27	9.0	29	9.7

Household Economic Resources

The 12-item household economic-resource measure had a mean of 3.03 (SD = 0.43) on the five-point response scale. Total scores ranged from 23 to 53, while mean scores ranged from 1.92 to 4.42.

Table 4: Household Economic Resources

Measure		N	Mean	SD	Minimum	Maximum
Economic Total	Resources	300	36.33	5.12	23	53
Economic Mean	Resources	300	3.03	0.43	1.92	4.42

Home Economics Achievement Scores

The 50-item HEAT produced a mean score of 35.00 (SD = 3.33) out of 50, equivalent to a mean achievement percentage of 70.00%. Scores ranged from 25 to 46, corresponding to achievement percentages of 50% to 92%.

Table 5: Home Economics Achievement Scores

Variable	N	Mean	SD	Minimum	Maximum
HEAT Total	300	35.00	3.33	25	46
HEAT Percentage	300	70.00	6.66	50	92

Pearson Correlation between Parental Educational Attainment and Home Economics Achievement

Parental educational attainment had a negligible negative relationship with Home Economics achievement, $r(298) = -0.038$, $p = 0.507$. The relationship was not statistically significant at the 0.05 level. Therefore, the first null hypothesis was not rejected.

Table 6: Pearson Correlation between Parental Educational Attainment and Home Economics Achievement

Variables	N	r	p-value	Decision
Parental educational attainment and HEAT percentage	300	-0.038	0.507	Not significant

Pearson Correlation between Parental Occupational Status and Home Economics Achievement

Parental occupational status had a negligible negative relationship with Home Economics achievement, $r(298) = -0.023$, $p = 0.689$. The relationship was not statistically significant at the 0.05 level. Therefore, the second null hypothesis was not rejected.

Table 7: Pearson Correlation between Parental Occupational Status and Home Economics Achievement

Variables	N	r	p-value	Decision
Parental occupational status and HEAT percentage	300	-0.023	0.689	Not significant

Pearson Correlation between Household Economic Resources and Home Economics Achievement

Household economic resources showed a weak negative relationship with Home Economics achievement, $r(298) = -0.077$, $p = 0.181$. The association was not statistically significant at the 0.05 level. Therefore, the third null hypothesis was not rejected.

Table 8: Pearson Correlation between Household Economic Resources and Home Economics Achievement

Variables	N	r	p-value	Decision
Household economic resources and HEAT percentage	300	-0.077	0.181	Not significant

Multiple Regression of Parental Socioeconomic Variables on Home Economics Achievement

Multiple linear regression was conducted with parental educational attainment, parental occupational status and household economic resources as predictors of HEAT percentage. The predictors jointly produced a weak relationship with achievement ($R = 0.092$). The model explained 0.8% of the variance in achievement ($R^2 = 0.008$), with an adjusted R^2 of -0.002. The overall regression model was not statistically significant, $F(3, 296) = 0.838$, $p = 0.474$. None of the three predictors made a statistically significant independent contribution to achievement.

Table 9: Multiple Regression of Parental Socioeconomic Variables on Home Economics Achievement

Model Summary

Model	R	R ²	Adjusted R ²	F	df	p-value
1	0.092	0.008	-0.002	0.838	3, 296	0.474

Regression Coefficients

Predictor	B	SE B	β	t	p-value
Parental Education	-0.22	0.30	-0.043	-0.741	0.459
Parental Occupation	-0.09	0.21	-0.023	-0.402	0.688
Economic Resources	-1.26	0.91	-0.080	-1.388	0.166

Note. Dependent variable = HEAT percentage. Parental occupational status was represented by the mean of father and mother occupational-status codes. $\alpha = .05$.

DISCUSSION

The study examined whether parental educational attainment, parental occupational status and household economic resources were statistically associated with Home Economics achievement among Senior Secondary School students in Odukpani Local Government Area. The overall achievement result showed a mean HEAT score of 35.00 out of 50, or 70.00%. This indicates that the students, as a group, attained an average score of 70% on the 50-item achievement measure.

The first finding was that parental educational attainment was not significantly related to Home Economics achievement ($r = -0.038$, $p = 0.507$). The association was negligible and negative. Although parental education may be linked theoretically to educational expectations, academic guidance and familiarity with school requirements, the present data did not show a statistically detectable relationship between the measured parental education composite and students' HEAT scores. This result is consistent with the manuscript's position that parental education should not automatically be interpreted as a direct cause of higher achievement; possible effects may operate through expectations, communication, resources and the broader learning environment.

The second finding showed that parental occupational status was not significantly related to Home Economics achievement ($r = -0.023$, $p = 0.689$). The relationship was effectively negligible. This contrasts with the Calabar Municipal evidence cited in the manuscript, where parental socioeconomic background was reported to influence academic performance and parental occupation was identified as an important predictor. The difference may reflect variation in setting, subject area, measurement or family circumstances. Occupational category may also be an imperfect proxy for the resources actually available to a household, as the manuscript notes.

The third finding indicated that household economic resources had a weak, negative and non-significant relationship with achievement ($r = -0.077$, $p = 0.181$). This finding is noteworthy because Home Economics includes practical components that may require textbooks, fabrics, food materials, equipment and other resources. Nevertheless, the present data do not support the conclusion that higher reported household economic resources were associated with higher HEAT performance in this sample. The finding differs from the 2024 Calabar Home Economics study cited in the manuscript, which associated low parental income with

difficulties in students' Home Economics achievement. The difference reinforces the need for location-specific evidence rather than assuming that findings from Calabar Metropolis apply directly to Odukpani.

The multiple regression result provided further evidence against a strong socioeconomic explanation of the observed achievement scores. The three predictors jointly explained only 0.8% of the variance in HEAT percentage, and the overall model was not significant, $F(3, 296) = 0.838$, $p = 0.474$. None of the individual predictors was statistically significant. Thus, within this dataset, the measured socioeconomic dimensions provided very limited explanatory power for differences in Home Economics achievement.

The present findings are compatible with the broader argument in the manuscript that the relationship between socioeconomic status and academic achievement is not uniform across Nigerian educational settings. Previous studies cited in the manuscript have reported both significant and less conclusive relationships. The present Odukpani findings therefore contribute location-specific evidence showing that parental education, occupation and household economic resources should not be assumed to determine Home Economics achievement. Other learner-, school- and instructional-level variables may account for more of the variation, although those variables were not measured in the present study and therefore cannot be identified as explanations from these data.

The findings should be interpreted within the limits of the available measures and study design. Because the study is correlational, the results concern association and statistical prediction rather than causation. In addition, the occupational and educational variables are represented in the dataset by numerical codes; their substantive category labels should be verified against the original questionnaire or codebook before publication. This verification is particularly important for ensuring that the socioeconomic measures are interpreted correctly.

CONCLUSION

The study concludes that parental educational attainment, parental occupational status and household economic resources did not demonstrate statistically significant relationships with Home Economics achievement among the 300 students represented in the dataset. The mean HEAT achievement was 70.00%, while the correlations with parental education, parental occupation and household economic resources were -.038, -.023 and -.077, respectively, and all were non-significant at the 0.05 level. The three predictors jointly explained only 0.8% of the variance in achievement, and the regression model was not statistically significant.

Accordingly, none of the four null hypotheses was rejected. The findings do not imply that socioeconomic circumstances are irrelevant to students' educational experiences; rather, they indicate that the three measured dimensions of socioeconomic status did not provide statistically significant explanations of Home Economics achievement in this particular sample. The study therefore supports a context-sensitive approach to understanding academic achievement and cautions against attributing students' Home Economics performance solely to parental socioeconomic characteristics.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- Schools and education authorities should avoid treating parental educational attainment, occupational status or household economic resources as standalone determinants of Home Economics achievement, since none of the three variables was statistically significant in the present analysis.
- Attention should also be given to school- and learner-level factors, such as instructional practices, teacher effectiveness, practical facilities, students' motivation and study habits, in future investigations because the three socioeconomic predictors explained only a small proportion of achievement variance.

- Home Economics programmes should continue to provide equitable access to essential practical and instructional materials within schools so that students' opportunities to learn the subject are not unnecessarily dependent on household circumstances.
- Future studies should use larger and independently sampled datasets and incorporate additional predictors capable of explaining school and learner influences on Home Economics achievement.

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