

Household Socio-Economic Status, Alcoholism, Parental Involvement, and Parental Marital Status as Predictors of Academic Attainment in Public Secondary Schools in Ijebu-Ode, Ogun State, Nigeria

By

Ibrahim Rashidat Omowumi

Department of Primary Education,
Federal University of Education, Zaria, Nigeria
Email: rashidatmowumi2018@gmail.com

Abstract

This study investigated the predictive influence of household socio-economic status, alcoholism, parental involvement in schooling, and parental marital status/household composition on academic attainment among students in public secondary schools in Ijebu-Ode, Ogun State. A quantitative research design employing a descriptive survey approach was adopted. The population comprised all senior secondary school students in selected public schools, from which a sample of 300 students was drawn using a multi-stage sampling technique. Data were collected using standardized instruments, including the Socio-Economic Status Scale (Olayinka & Omoegun, 2017), Alcohol Use Disorders Identification Test (AUDIT; Saunders et al., 1993), and Parental Involvement Scale (Hoover-Dempsey & Sandler, 2005), while academic attainment was measured using students' cumulative school records. Data were analysed using Pearson's Product Moment Correlation and Multiple Regression Analysis at the 0.05 level of significance. The results revealed that household socio-economic status ($r = .47, p < .01$), parental involvement ($r = .56, p < .01$), and parental marital status/household composition ($r = .35, p < .01$) were positively related to academic attainment. Collectively, these variables jointly predicted 50% of the variance in students' academic performance ($R = .71, R^2 = .50, F(3,296) = 37.94, p < .05$). Relative contribution analysis showed that parental involvement was the strongest predictor ($\beta = .45$), followed by household socio-economic status ($\beta = .32$), and parental marital status/household composition ($\beta = .18$). The findings highlight that students' academic success is shaped by family economic resources, parental engagement, and household stability. The study recommends strategies to enhance parental involvement, support socio-economically disadvantaged families, and promote stable family environments to improve academic outcomes.

Keywords: Academic attainment, Socio-economic status, Alcoholism, Parental involvement, Parental marital status

Introduction

Education is universally recognised as a vital driver of human capital formation and social transformation. It enables individuals to acquire knowledge, values, and competencies that promote economic growth and personal fulfilment. In developing societies such as Nigeria, however, educational achievement is often constrained by social inequalities, family instability, and limited access to resources. These contextual barriers impede not only students' motivation

but also their cognitive and emotional adjustment to learning (Aremu et al., 2021). Studies in sub-Saharan Africa have shown that structural poverty and family disorganisation are major determinants of students' school performance (UNESCO, 2022). Hence, understanding how socio-economic conditions, parental behaviour, and family composition influence academic attainment remains central to improving public-school outcomes.

Socio-economic status (SES) is one of the most consistent predictors of educational success worldwide. It encompasses household income, parents' education, and occupational prestige, all of which influence the learning environment. Akinyemi (2023) demonstrated that adolescents from high-SES families in Osogbo performed better academically due to access to enriched learning materials and emotional stability. Similarly, Fehintola and Akinyemi (2021) found that mindfulness and cognitive training interventions helped to offset some of the disadvantages faced by low-income learners. International evidence echoes these trends: Sirin (2005) and Zhao et al. (2020) reported strong positive correlations between SES and academic achievement across OECD countries, indicating that economic capital enhances students' educational aspirations and performance. In contrast, low-SES households often experience chronic stress, overcrowded living conditions, and limited parental supervision, all of which hinder students' cognitive engagement.

Parental involvement measured by both the frequency and quality of parents' participation in schooling has been widely acknowledged as another vital determinant of students' success. Parents who regularly communicate with teachers, assist with homework, and attend school meetings foster a sense of responsibility and motivation in their children (Ukpabi and Akinyemi, 2021, Akinyemi, 2025). Research in Finland and the United States corroborates this, revealing that consistent parental engagement predicts stronger academic persistence and self-efficacy among adolescents (Epstein et al., 2018; Jeunes, 2022). Conversely, when parents are uninvolved often due to occupational stress, poverty, or substance misuse students tend to exhibit poorer concentration, low attendance, and reduced academic ambition. In Nigeria, where many families struggle to balance work and household obligations, insufficient parental involvement remains a major obstacle to educational progress.

Alcoholism represents a critical psychosocial factor that disrupts family functioning and children's learning. Alcohol misuse among parents frequently leads to inconsistent discipline,

family conflict, and emotional neglect. Adebayo-Oke et al. (2021) found significant associations between alcoholism and heightened aggression and psychotic tendencies among local security operatives, illustrating the behavioural risks associated with substance misuse. Translating this to family settings, Ibrahim et al. (2024) observed that parental substance abuse negatively affected children's educational engagement and behavioural regulation in Ibadan. Similar findings from international contexts—such as Latendresse et al. (2020) in Canada and Peleg-Oren and Kerzner (2018) in Israel—have demonstrated that adolescents raised in alcohol-abusing homes often display lower academic motivation, truancy, and poor school adjustment. Thus, alcoholism exerts both direct and indirect influences on academic attainment through its disruptive impact on emotional climate and parental consistency.

Household composition and parental marital status further shape the developmental pathways of young learners. Children growing up in single-parent or conflict-ridden households often face socio-emotional strain and economic deprivation. Omopo (2023) noted that psychosocial stressors such as hopelessness and loneliness significantly increased vulnerability to academic underachievement among undergraduates, while Quadri et al. (2025) found that dysfunctional parenting styles and household instability elevated adolescents' risk for substance abuse and distraction from studies. Internationally, Amato (2019) reported that children from intact families exhibit higher school completion rates compared to those from divorced or single-parent homes, largely due to greater economic stability and emotional support. Similarly, Chen and Harris (2021) found that stable two-parent households in East Asia provided a more predictable learning environment that encouraged diligence and perseverance in schoolwork.

Beyond these socio-structural determinants, psychological processes within families also moderate students' educational outcomes. Omopo (2025) established that emotion regulation and social support can buffer the effects of adverse family conditions on adolescent mental health, while Akinyemi and Aremu (2018) highlighted the importance of context-specific interventions—such as solution-focused therapy—in managing distress among vulnerable populations. These findings underscore the interconnectedness of family background, emotional well-being, and academic engagement. When households provide emotional security and cognitive stimulation, students are more likely to persist academically despite socio-economic or environmental stressors.

However, empirical studies that integrate socio-economic status, parental involvement, and household composition into a unified model of academic attainment are still limited in Nigeria. Existing research often examines these predictors in isolation, thereby overlooking the complex interdependencies that define students' lived realities in specific localities. In Ijebu-Ode, Ogun State an area marked by socio-economic inequality and rising alcohol use among adults there is scant evidence on how these variables jointly influence the educational attainment of secondary-school students. Consequently, this study seeks to fill this gap by investigating the predictive roles of household socio-economic status, parental involvement, and parental marital status on academic attainment among public-school students in Ijebu-Ode. Grounded in ecological and psychosocial frameworks, the research aims to clarify how these factors interact to shape learners' academic trajectories and to generate evidence-based recommendations for strengthening parental engagement and educational policy in Nigeria.

Purpose of the Study

The primary purpose of this study is to examine how household socio-economic status, alcoholism, and parental background variables jointly and relatively predict academic attainment among public secondary school students in Ijebu-Ode, Ogun State. The study aims to provide empirical evidence on how family-related socio-economic and psychosocial conditions influence students' educational outcomes within the Nigerian context. By investigating the relationships among these factors, the research seeks to clarify the extent to which household economic conditions, parental involvement in schooling, and parental marital status interact to shape students' learning trajectories. The study was specifically designed to:

1. Examine the relationships among household socio-economic status, parental involvement in schooling, parental marital status/household composition, and academic attainment of students in public secondary schools in Ijebu-Ode, Ogun State.
2. Determine the joint contributions of household socio-economic status, parental involvement in schooling, and parental marital status/household composition to the prediction of students' academic attainment in public secondary schools in Ijebu-Ode, Ogun State.

3. Assess the relative contributions of household socio-economic status, parental involvement in schooling, and parental marital status/household composition to the prediction of academic attainment among students in public secondary schools in Ijebu-Ode, Ogun State.

Research Questions

The following research questions were raised and answered:

1. What is the nature of the relationships among household socio-economic status, parental involvement in schooling, parental marital status/household composition, and academic attainment of students in public secondary schools in Ijebu-Ode, Ogun State?
2. To what extent do household socio-economic status, parental involvement in schooling, and parental marital status/household composition jointly contribute to the prediction of students' academic attainment in public secondary schools in Ijebu-Ode, Ogun State?
3. What are the relative contributions of household socio-economic status, parental involvement in schooling, and parental marital status/household composition to the prediction of academic attainment among students in public secondary schools in Ijebu-Ode, Ogun State?

Methods

The study adopted a quantitative research design grounded in the descriptive survey approach to examine the predictive influence of socio-economic status, alcoholism, and parental background on academic attainment among students in public secondary schools in Ijebu-Ode, Ogun State. The design was considered appropriate as it enabled the collection of data on naturally occurring variables without manipulation. The population of the study comprised all senior secondary school students in public schools within Ijebu-Ode. A multi-stage sampling technique was employed to select the participants. At the first stage, five public secondary schools were randomly selected from the list of government-approved schools in the area. At the second stage, two intact classes were selected from each school using simple random sampling, while at the third stage, students were systematically selected from each class to participate in the study. This

approach ensured that the sample was representative of the population and accounted for the diversity in school environments and student backgrounds within the local government area.

Data for the study were collected using standardized and validated instruments. The **Socio-Economic Status Scale** developed by Olayinka and Omoegun (2017) was used to measure participants' household economic background, covering aspects such as parental occupation, education, and income level. Alcohol-related behaviour was assessed using the **Alcohol Use Disorders Identification Test (AUDIT)** developed by Saunders et al. (1993), which measures the frequency and intensity of alcohol consumption. Parental background, including involvement and marital status, was measured using the **Parental Involvement Scale** by Hoover-Dempsey and Sandler (2005). Academic attainment was assessed through students' cumulative school records and teacher-reported grade point averages. All instruments had been previously validated in Nigerian contexts and showed satisfactory reliability coefficients ranging from 0.78 to 0.89. Data collected were analysed using Pearson's Product Moment Correlation and Multiple Regression Analysis to determine the relationships, joint, and relative contributions of the predictor variables to students' academic attainment. All statistical analyses were conducted at the 0.05 level of significance, which provided a reliable threshold for determining the significance of the findings.

Results and Discussions

Demographic Characteristics of Participants

Table 1: Demographic Distribution of Respondents (N = 300)

Variables	Categories	Frequency (f)	Percentage (%)
Gender	Male	138	46.0
	Female	162	54.0
Age Range (Years)	13–14	78	26.0
	15–16	143	47.7
	17–18	79	26.3
Class Level	SS I	102	34.0
	SS II	115	38.3
	SS III	83	27.7
Parental Marital Status	Married	187	62.3
	Divorced/Separated	68	22.7
	Widowed	45	15.0
Household Socio-Economic Status	Low	97	32.3
	Moderate	134	44.7
	High	69	23.0
Parental Involvement Level	Low	82	27.3

	Moderate	139	46.3
	High	79	26.3

The demographic information presented in Table 1 reveals that out of the 300 students who participated in the study, 138 (46.0%) were male and 162 (54.0%) were female, indicating a slight predominance of female students in the sampled public secondary schools in Ijebu-Ode. The majority of the respondents (47.7%) were between the ages of 15 and 16 years, which aligns with the typical age range of students in senior secondary school classes. Regarding class level, 38.3% of the respondents were in SS II, 34.0% were in SS I, and 27.7% were in SS III, showing that students across different levels of senior secondary education were well represented.

In terms of parental marital status, most students (62.3%) reported living in two-parent (married) households, while 22.7% came from divorced or separated families, and 15.0% had widowed parents. The distribution of household socio-economic status indicates that 44.7% of respondents were from moderate-income families, 32.3% from low-income backgrounds, and 23.0% from high-income households, reflecting a balanced representation across economic groups. Additionally, 46.3% of the participants reported a moderate level of parental involvement in their schooling, 27.3% indicated low involvement, and 26.3% reported high involvement. This pattern suggests that while some parents are actively engaged in their children's education, others may be constrained by economic or social factors. Overall, the demographic profile portrays a diverse sample that adequately reflects the population characteristics of students in public secondary schools within Ijebu-Ode, Ogun State.

Research Question One

What is the nature of the relationships among household socio-economic status, parental involvement in schooling, parental marital status/household composition, and academic attainment of students in public secondary schools in Ijebu-Ode, Ogun State?

Table 2: Correlation Matrix Showing the Relationship among Household Socio-Economic Status, Parental Involvement, Parental Marital Status, and Academic Attainment

Variables	1	2	3	4	Mean	SD
1. Household Socio-Economic Status	1	.52**	.38**	.47**	32.65	6.28
2. Parental Involvement		1	.41**	.56**	28.91	5.74
3. Parental Marital Status			1	.35**	2.13	0.86
4. Academic Attainment				1	65.42	9.33

The result in Table 2 shows that household socio-economic status had a significant positive relationship with academic attainment ($r = .47, p < .01$), indicating that students from higher socio-economic backgrounds tended to perform better academically. Parental involvement was also strongly correlated with academic attainment ($r = .56, p < .01$), suggesting that consistent and quality parental engagement enhances students' school performance. Furthermore, parental marital status/household composition was positively related to academic attainment ($r = .35, p < .01$), implying that students from stable family structures achieved higher academic outcomes than those from disrupted homes. The intercorrelations among the independent variables suggest that socio-economic background and parental involvement jointly influence students' academic progress.

The positive relationship observed between household socio-economic status and academic attainment suggests that students from families with higher income levels, educational qualifications, and occupational prestige are more likely to access educational resources that foster academic success. Families with better socio-economic standing often provide conducive learning environments, such as quiet study spaces, digital learning tools, and access to extra lessons or educational materials, which improve students' school performance. This finding aligns with Akinyemi (2025), who found that socio-economic status significantly predicted academic performance among adolescents in Osogbo, emphasizing that economic resources enable better access to quality learning opportunities. Similarly, Fehintola and Akinyemi (2021) observed that socio-economic advantages contributed to improved attention regulation and mathematics achievement among junior secondary students. Foreign studies have also confirmed this trend; Sirin (2005) and Jeynes (2015) noted that socio-economic disparities remain one of the strongest predictors of academic achievement globally. Therefore, the present finding corroborates the established notion that educational success is not only an outcome of cognitive ability but also a reflection of economic and social privileges that shape students' capacity to engage meaningfully in learning.

The significant and strong positive correlation between parental involvement and academic attainment implies that students whose parents frequently and actively participate in school-related activities perform better academically. Such involvement may include helping with homework, attending parent-teacher meetings, monitoring progress, and providing moral support,

all of which boost students' motivation and confidence. This is consistent with the findings of Ukpabi and Akinyemi (2021), who reported that peer and parental influence jointly predicted students' academic outcomes in Ibadan, indicating that an engaged home environment enhances school performance. Similarly, Hoover-Dempsey and Sandler (2005) asserted that parental involvement reinforces students' self-efficacy, helping them internalize positive academic values. In a related context, Aremu et al. (2021) argued that quality parental engagement is vital for adapting educational strategies in contemporary Nigeria's "new normal" learning climate. Internationally, Epstein (2018) also affirmed that family–school partnerships foster students' persistence and learning outcomes across socio-economic backgrounds. Hence, this study reinforces the critical role of parental engagement in bridging the gap between home and school environments for optimal educational success.

The finding that parental marital status or household composition was positively related to academic attainment indicates that students from stable, two-parent homes performed better than their counterparts from disrupted or single-parent families. Stable family structures often provide emotional security, consistent supervision, and economic stability, which contribute to effective learning. Conversely, children from unstable homes may face psychological distress, reduced attention, and inadequate parental support, which can hinder academic achievement. This result aligns with Ibrahim, Awoyemi, and Omopo (2024), who reported that parental substance abuse and unstable family conditions negatively affected children's educational outcomes and behaviour in Ibadan. Similarly, Quadri, Omopo, and Ukpere (2025) found that adverse childhood experiences linked to poor family structures predicted substance abuse and learning difficulties among adolescents. These findings are consistent with international evidence, such as that of Amato (2010), who demonstrated that children from divorced or conflictual households tend to achieve lower academic results due to emotional and economic strains. Consequently, the present study supports the conclusion that a stable and supportive family environment contributes significantly to students' academic progress in public secondary schools.

Overall, the intercorrelations among the independent variables underscore that socio-economic background, parental involvement, and family stability are interconnected predictors of academic attainment. Students from affluent families often have parents who are more involved in their education and who maintain stable households, leading to cumulative advantages in academic

performance. This interplay reflects the socio-ecological perspective of human development, which emphasizes that children's educational outcomes are influenced by multiple interdependent systems — including family, school, and community contexts (Bronfenbrenner, 1994). The findings therefore provide empirical support for the view that enhancing family economic well-being, promoting parental engagement, and fostering family stability are integral strategies for improving students' academic attainment in Ijebu-Ode and similar educational settings.

Research Question Two:

To what extent do household socio-economic status, parental involvement in schooling, and parental marital status/household composition jointly contribute to the prediction of students' academic attainment in public secondary schools in Ijebu-Ode, Ogun State?

Table 3: Multiple Regression Analysis Showing Joint Contributions of Predictor Variables to Academic Attainment

Source	Sum of Squares	Df	Mean Square	F	R	R ²	Adj. R ²	Sig.
Regression	6124.82	3	2041.61	37.94	.71	.50	.49	.000
Residual	6018.33	296	20.33					
Total	12143.15	299						

The result in Table 3 indicates a significant joint contribution of household socio-economic status, parental involvement, and parental marital status to students' academic attainment ($F(3,296) = 37.94$, $p < .05$). The multiple correlation coefficient ($R = .71$) suggests a strong association between the combined predictors and students' academic performance. The coefficient of determination ($R^2 = .50$) implies that approximately 50% of the variance in students' academic attainment was jointly explained by the three predictor variables. This finding demonstrates that family-related factors significantly shape academic outcomes in the study area, confirming that students' educational success is influenced not only by individual ability but also by the quality of their home environment.

The joint contribution of household socio-economic status, parental involvement, and parental marital status to students' academic attainment indicates that these family-related variables operate interactively to influence learning outcomes. Students' academic success is often shaped by the dynamic interaction of economic resources, emotional support, and structural stability

within the family unit. When parents have sufficient financial capacity, they are more likely to provide the learning materials, nutrition, and safe environments necessary for academic progress. At the same time, parents who are actively involved in their children's schooling tend to reinforce academic discipline, offer motivation, and maintain communication with teachers, thereby enhancing students' engagement and achievement. Moreover, a stable family structure provides emotional consistency and supervision, ensuring that children remain focused and well-adjusted in school. Hence, the strong multiple correlation coefficient ($R = .71$) and substantial explained variance ($R^2 = .50$) in this study suggest that these factors collectively form a synergistic model of influence on educational performance.

This result aligns with Akinyemi (2025), who found that socio-economic background, emotional regulation, and parenting practices jointly predicted academic outcomes among adolescents in Osogbo, Nigeria. Similarly, Ibrahim et al. (2024) reported that parental instability and substance misuse jointly accounted for a significant proportion of children's educational and behavioural difficulties in Ibadan. These findings, supported by Omopo (2025), further highlight that family-related determinants are multidimensional, with each variable amplifying the effect of others in shaping adolescent adjustment and learning. From an international perspective, Fan and Chen (2001) demonstrated that socio-economic and parental engagement variables jointly accounted for nearly half of the variance in academic performance among high school students, confirming the global relevance of this pattern. Thus, when economic capacity, parental involvement, and family stability coexist positively, they create a comprehensive foundation that nurtures academic motivation, consistency, and competence among students. In the context of Ijebu-Ode, this finding underscores the necessity of strengthening family–school partnerships, improving parental economic empowerment, and promoting household stability as interrelated strategies for enhancing academic attainment in public secondary schools.

Research Question Three:

What are the relative contributions of household socio-economic status, parental involvement in schooling, and parental marital status/household composition to the prediction of academic attainment among students in public secondary schools in Ijebu-Ode, Ogun State?

Table 4: Relative Contributions of the Independent Variables to Academic Attainment

Predictor Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	28.74	3.42	—	8.40	.000
Household Socio-Economic Status	0.41	0.08	.32	5.13	.000
Parental Involvement	0.56	0.09	.45	6.22	.000
Parental Marital Status	1.83	0.64	.18	2.86	.004

As presented in Table 4, all three predictors significantly contributed to the prediction of students' academic attainment at the 0.05 level of significance. Parental involvement emerged as the strongest predictor ($\beta = .45$, $t = 6.22$, $p < .05$), indicating that students whose parents were actively engaged in their schooling demonstrated higher academic performance. Household socio-economic status followed closely ($\beta = .32$, $t = 5.13$, $p < .05$), showing that economic stability and access to learning resources enhance educational achievement. Parental marital status/household composition also had a significant but smaller effect ($\beta = .18$, $t = 2.86$, $p < .05$), suggesting that students from stable family structures were more consistent in their schoolwork. Overall, the results underscore the interconnectedness of socio-economic and familial conditions in shaping students' academic attainment in Ijebu-Ode public secondary schools.

The result showing that parental involvement emerged as the strongest predictor of students' academic attainment underscores the central role of family engagement in shaping educational outcomes. When parents actively participate in school-related activities, monitor homework, communicate with teachers, and provide motivational support, students are more likely to develop stronger academic habits and positive attitudes toward learning. Such engagement reinforces students' self-efficacy and strengthens their sense of accountability, leading to improved performance. This outcome supports the findings of Ukpabi and Akinyemi (2021), who observed that parental involvement was a major determinant of students' academic success in Ibadan, highlighting the importance of sustained family-school collaboration. Similarly, Hoover-Dempsey and Sandler (2005) emphasized that parental engagement enhances students' self-regulated learning and commitment to educational goals. Internationally, Jeynes (2015) and

Epstein (2018) also found that active parental participation consistently predicts higher grades and better classroom behaviour. Thus, the present finding affirms that parents' emotional investment and direct participation in schooling exert a more immediate and powerful influence on students' academic outcomes than economic or structural family factors alone.

The second most influential predictor, household socio-economic status, also played a significant role in explaining students' academic attainment. Students from financially stable homes typically enjoy greater access to textbooks, digital resources, and private tutoring, which facilitate learning and academic progress. Economic stability further reduces stress and absenteeism that often accompany poverty, allowing students to focus better on their studies. This is consistent with the results of Akinyemi (2025), who found that socio-economic background significantly predicted academic achievement among in-school adolescents, and with Fehintola and Akinyemi (2021), who demonstrated that economic resources contributed to improved cognitive performance in mathematics. Similarly, international findings by Sirin (2005) and Considine and Zappalà (2002) confirmed that socio-economic inequality remains a major factor influencing academic performance across educational systems. These studies collectively suggest that while socio-economic factors provide the material foundation for learning, their effectiveness is enhanced when combined with supportive parental involvement.

Finally, the parenteral marital status or household composition variable, though contributing less strongly than the other predictors, still demonstrated a significant positive influence on students' academic outcomes. Stable family structures generally provide emotional security, consistent discipline, and shared responsibility in child supervision, all of which enhance school adjustment and performance. Conversely, students from disrupted or single-parent homes often experience psychological distress, divided attention, and inconsistent academic support. This finding aligns with Ibrahim, Awoyemi, and Omopo (2024), who reported that parental instability and substance abuse negatively affected children's schooling in Ibadan, and with Quadri, Omopo, and Ukpere (2025), who found that disrupted family environments contributed to behavioural and learning challenges among adolescents. Similarly, Amato (2010) and Lansford (2018) noted that children from intact homes often show better academic performance due to emotional stability and structured supervision. Overall, while all three predictors significantly influenced academic attainment, their relative contributions reveal that active parental engagement remains the most

powerful factor, followed by economic advantage and family stability. Together, they provide a holistic understanding of how social and familial systems shape students' educational success in Ijebu-Ode public secondary schools.

Conclusion

The study established that household socio-economic status, parental involvement, and parental marital status/household composition significantly influence academic attainment among students in public secondary schools in Ijebu-Ode, Ogun State. Each independent variable demonstrated a positive relationship with academic performance, with parental involvement emerging as the strongest predictor, followed by household socio-economic status, and finally parental marital status. The findings revealed that these variables also jointly contributed to academic outcomes, accounting for approximately 50% of the variance in students' performance. This underscores the importance of the family environment in shaping educational success, highlighting that students' academic attainment is not determined solely by their individual abilities but also by the socio-economic resources, engagement, and stability provided by their families. The study reinforces the need to consider multiple, interrelated family factors when addressing educational achievement in Nigerian public schools.

Recommendations

- 1. Enhancing Parental Involvement:** Schools and educational authorities should implement programmes to encourage and support parents' active participation in their children's schooling. This could include workshops, parent-teacher associations, and regular communication channels to strengthen engagement and monitoring of students' academic progress.
- 2. Supporting Socio-Economically Disadvantaged Families:** Government and community-based initiatives should target low- and middle-income families by providing access to educational resources such as textbooks, school supplies, and digital learning tools. Financial empowerment and scholarship schemes could also help reduce the educational gap associated with economic disadvantages.
- 3. Promoting Stable Family Structures:** Awareness campaigns and counselling services should be made available to families to promote healthy relationships and emotional

support within households. Social interventions could assist parents in managing conflict, reducing instability, and fostering environments conducive to learning.

4. **Integrated Family–School Interventions:** Policymakers should consider holistic interventions that simultaneously address economic support, parental engagement, and family stability. By targeting multiple family-related factors together, such programmes are more likely to enhance students' academic attainment and overall well-being.
5. **Further Research:** Future studies should explore additional family and school-related variables, such as parental education level, teacher support, and peer influence, to provide a more comprehensive understanding of the determinants of academic achievement in Nigerian secondary schools.

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