

*African Journal of Educational Management – Vol. 25, No. 1, 2024.*

**AFRICAN JOURNAL OF  
EDUCATIONAL MANAGEMENT**

**ISSN 0795 – 0063**

**Volume 25, No. 1, June 2024  
&  
Volume 25, No. 2, December 2024**

**A JOURNAL OF THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT,  
UNIVERSITY OF IBADAN**

**EDITORIAL BOARD**

|                        |                          |
|------------------------|--------------------------|
| I. A. Raji             | - Editor – in – Chief    |
| A. O. Ayeni            | - Deputy Editor-in-Chief |
| J. B. Babalola         | - Editor                 |
| A. O. Jaiyeoba         | - ”                      |
| S. O. Adedeji          | - ”                      |
| B. O. Emunemu          | - ”                      |
| F. S. Akinwumi         | - ”                      |
| A. I. Atanda           | - ”                      |
| E. J. Isuku            | - ”                      |
| O. J. Abiodun-Oyebanji | - ”                      |
| E. A. Isah             | - ”                      |

**INTERNATIONAL BOARD**

**Gabriel Olubunmi Alegbeleye,**  
Dept. of Lib., Archival &  
Information Studies  
University of Ibadan, Nigeria.

**Michael Omolewa,**  
UNESCO,  
Paris, France

**John Hunt,**  
Southern Illinois University,  
Edwardsville (SIUE),  
Illinois, 6202, U.S.A.

**John Morgan,**  
UNESCO Centre for Comparative  
Educational Research (UCCER)  
University of Nottingham, U. K.

**Yaan Ankomah,**  
Institute of Educational  
Planning & Administration,  
University of Cape Coast,  
Cape Coast, Ghana.

**J.C.S. Musaazi,**  
East African Institute of Higher  
Education Studies & Development,  
Makerere University,  
Kampala, Uganda

**J. O. Olambo,**  
Dept. of Educational  
Administration, Planning & Curriculum,  
Kenyatta University,  
Nairobi, Kenya.



**HIS LINEAGE PUBLISHING HOUSE**

9, Alli Gbadebo Street, Mokola Ibadan

GSM: 0803 3596 818

E-mail: awemakin@gmail.com

## **Table of Contents**

|                                                                                                                                                                                                                                         |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Exploring School Leadership: Global Perspectives<br>and Local Insights from Sub-Saharan Africa<br><b>Babalola, Joel B.</b> .....                                                                                                        | <b>1-11</b>    |
| Effects of Role-Play and Guided-Inquiry Strategies on<br>the Performance Of Upper Basic Social Studies Students<br><b>Afolabi, Anifat Abiodun</b> .....                                                                                 | <b>12-36</b>   |
| Family Involvement and Girl Child’s Academic<br>Performance in Public Secondary Schools in<br>Ibadan North Local Government<br><b>Temisanren, Olawunmi Esther; Akintayo, Ajibola Isaac &amp;<br/>Ayo–Ayinde, Adeola Iyabosola</b> ..... | <b>37-58</b>   |
| The Influence of Robotics-Enhanced Instructional<br>Strategy on Senior Secondary School Students’<br>Achievement in Physics in Abeokuta South Metropolis<br><b>Edun, Azeez Abayomi &amp; Awofiranye, Kemi Victoria</b> .....            | <b>59-71</b>   |
| Secondary Education and E-Learning Programme<br>during Pandemic: Challenges and Way Forward In Nigeria<br><b>Bolanle, Adedoyin Adeola</b> .....                                                                                         | <b>72-85</b>   |
| "Abandoning Wealth for Scarcity": A Critical<br>Discourse of Youth’s Orientation of Rural-Urban<br>Migration in Southwestern Nigeria<br><b>Omoniyi, Timilehin Olayinka &amp;<br/>Matthew, Abiodun Micheal</b> .....                     | <b>86-108</b>  |
| Security Management Practices For Enhanced<br>Safe School Environments in Public Tertiary<br>Institutions in Rivers State, Nigeria<br><b>Adieme, Franca Ginikachi &amp; Oliobi, Gertrude Ifeoma</b> .....                               | <b>109-128</b> |

- Assessment of Factors Responsible for the  
Inadequacy of Quality Housing in Ado Ekiti  
**Ayeni, Foluso Olayinka; Taiwo, Olugbenga David &  
Agboola, Joseph Taiwo ..... 129-142**
- Educational Resources and Proficiency of Job  
Skills among Students of Government Technical  
Colleges, in Oyo State, Nigeria  
**Abiona, Olufemi Adebayo & Aduroja, Adeola Grace ..... 143-157**
- Quality Assurance Measures and Students’  
Academic Performance in Public Colleges of  
Education in Southwest, Nigeria  
**Odunlami, Adedayo Adeniran;  
Oni, Lawrence Adedayo &  
Alaka, Abayomi Ambali ..... 158-177**
- Influence of Principals Motivation Strategies on  
Teaching / Learning Process of Teachers’ Job  
Satisfaction in Public Senior Secondary  
Schools in FCT- Abuja, Nigeria  
**Musa, Hazrat Maimuna;  
Ibrahim, Yusuf; Jibril, Abdulazeez..... 178-193**
- Influence of Teacher Utilisation on Student  
Academic Achievement in Public Secondary  
Schools in Southwestern Nigeria  
**Jaiyeoba, Adebola Olufunlayo & Hazzan, Moses Kayode..... 194-213**
- Contemporary Issues Affecting Excellent  
Service Delivery in Teacher Training Institutions  
**Oguntoye, Juliet Ayibakarinate ..... 214-222**
- Determination of School Price through Activity-Based  
Costing Approach in The Private Secondary Schools in  
Sokoto State, Nigeria  
**Oyeniran, Saheed; Tunmburku, Wakkala Garba &  
Osasona, Faith Olayinka ..... 223-242**

Quality of Education in Nigerian Universities:  
The Significance of Accreditation  
**Okeke, Emeka Paul & Isunueo, Benedicta Omeghie..... 243-259**

Social Class Factors and Academic Well-Being among  
Public Secondary School Students in Ekiti North  
Senatorial District, Nigeria  
**Sanni, Adewale Babajide & Raji, Ismail Adesina..... 260-280**

**Vol. 25, No. 2, 2024 .....281**

Sustaining National Development through Quality  
Technical Education in Ondo State, Nigeria  
**Omoniyi, Emmanuel Adegoke &  
Oyetade, Monilola Dasola ..... 283-295**

School Supervision, Inspection and Quality of  
Secondary Education in Ibadan North Local  
Government Area, Oyo State  
**Akintayo, Ajibola Isaac;  
Temisanren, Olawunmi Esther &  
Showunmi, Abdulazeez Abiodun..... 296-311**

Innovative Educational Management Practices in  
the Implementation of the Nigeria's National Policy  
on Education for Sustainable Learning: Issues,  
Concerns and the Way Forward  
**Yabo, Aminu Musa ..... 312-325**

Parents' Social Class, Education and Employment  
Status of Bank, Insurance, and other Finance  
Employees in Ibadan Oyo State, Nigeria  
**Raji, Ismail Adesina & Kachi, Oluwatosin Motunrayo..... 326-339**

- Difference in Personal Attributes of Entrepreneurship  
Education Students Based On Level of Study South-West  
Universities, Nigeria  
**Oloruntoba, O. A.; Oludipe, B.D. & Adetayo, J. O..... 340-351**
- Education and Female Genital Mutilation in  
Ekiti State, Nigeria  
**Adeyi, Moruf Olugbenga & Makinde, Temitayo Abimbola ..... 352-363**
- Internet Addiction and Peer Pressure as  
Determinants of Senior Secondary School  
Students' Academic Performance in Ogun State, Nigeria  
**Agbajeola, R. Oluwakemi..... 364-376**
- Kanuri and Babur/Bura Proverbs as Technique of  
Conflict Resolution and National Integration  
**Abba, Tahir & Bello, Usman Amsami ..... 377-390**
- Administrator Leadership Styles and Job Satisfaction  
of Teaching Personnel in Secondary Schools in  
Oyo State, Nigeria  
**Oyedeji, Ayobami A. .... 391-406**
- Supervision and In-Service Training as Correlates of  
Secondary School Teachers' Productivity in  
Ogun East Senatorial District  
**Garuba, Qudus Ajibola; Omidiji, Ifeoluwa Abigael &  
Adeoye, Fatimah Jadesola ..... 407-421**
- Navigating Through Change Implementation  
Barriers in Institution of Learning  
**Akintola, Ismaila Akinbode;  
Said, Rashid Ali Al-Shuhumi &  
Dawood, Abdulmalek Yahya Al-Hidabi ..... 422-437**
- Curbing Social Vices through Social Studies  
Curriculum in Nigeria  
**Bakare, Monisola Idayat ..... 438-449**

|                                                                                                                                                                                                                                         |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Appraisal of Internally Generated Revenue and School Plant Development in Osun State Public Secondary Schools<br><b>Oparinde, Olayiwola Raheef .....</b>                                                                                | <b>450-470</b> |
| Gender-Related Issues and Labour Force Status of Federal University Graduates in Southwestern Nigeria<br><b>Ajani, Mary Oluwatoyin &amp; Ayeni, Abiodun Olumide .....</b>                                                               | <b>471-485</b> |
| Perceived Influence of Principals’ Leadership Styles on Teachers’ Job Performance in Public Secondary Schools in Benue State, Nigeria<br><b>Adeke, Wueseter Winifred; Tyokyaa, Cletus Iortswam &amp; Mando, Patricia Nguwasen .....</b> | <b>486-506</b> |
| Examining the Free Fee Policy Implementation in Public Primary Education Management in Ebonyi State, Nigeria<br><b>Igu, Ntasiobi C.N.; Ogar, Joseph O. &amp; Elechi, Catherine N. ....</b>                                              | <b>507-528</b> |

**SOCIAL CLASS FACTORS AND ACADEMIC WELL-BEING AMONG PUBLIC  
SECONDARY SCHOOL STUDENTS IN EKITI NORTH SENATORIAL  
DISTRICT, NIGERIA**

**Sanni, Adewale Babajide & Raji, Ismail Adesina**

*Department of Educational Management,*

*Faculty of Education, University of Ibadan, Nigeria*

*Email: asanni3337@stu.ui.edu.ng & ade\_ismail2000@yahoo.com*

**Abstract**

*This study investigated the relationship between social class factors (parent education, occupation, and wealth) and academic well-being among public secondary school students in Ekiti North Senatorial District, Nigeria. A quantitative research design was employed, and a questionnaire was administered on a sample of 324 students. The average academic well-being score indicated a high level (mean=3.29). The majority of parents fell within the middle class across education, occupation and wealth. However, findings revealed no significant relationship between parental social class and student academic well-being. Also, the joint contribution of parent education, occupation and wealth was not significant in predicting student academic well-being ( $F_{(3,320)}=0.308, p>0.05$ ), suggesting that other factors may play a more significant role in determining academic well-being of public-school students in Ekiti North, Nigeria. The study therefore recommended that educators and school administrators should prioritize creating supportive learning environments that foster academic well-being for all students, regardless of social class background.*

**Keywords:** Academic well-being, Social class factors, Public secondary school students, Ekiti-North Nigeria

**Introduction**

Academic well-being is a crucial factor in determining the overall success and development of students. It encompasses various aspects such as study habits, time management, engagement, motivation, and social-emotional functioning within the educational setting. Understanding the factors that influence academic well-being is of

paramount importance, as it can inform interventions and policies aimed at promoting positive educational outcomes for students.

One set of factors that have been widely studied in relation to academic well-being is social class. Social class, often defined by parental education, occupation, and wealth, has been shown to have a significant impact on various educational outcomes, including academic achievement, educational attainment, and school engagement (Sirin, 2005; Reardon, 2011; Sanni, 2024). Students from higher social class backgrounds tend to demonstrate better academic well-being, while those from lower social class backgrounds may face challenges and disparities in their educational experiences and outcomes.

Parent's educational level serves as a cornerstone of social class, playing a pivotal role in shaping not only the educational aspirations and opportunities available to children but also their overall academic performance and well-being. Likewise, parental occupation serves as a significant indicator of socio-economic status, influencing access to resources, educational support systems, and the socio-cultural capital essential for academic success. Additionally, parent wealth, encompassing financial resources and material assets, exerts a profound influence on the educational trajectories and well-being of students, encompassing access to quality education, extracurricular opportunities, and socio-economic stability.

However, despite the acknowledged significance of these social class factors, empirical research specific to the context of Ekiti State remains limited. Thus, this study was undertaken to bridge this gap by conducting a comprehensive examination of how parental education, occupation, and wealth collectively shape the academic well-being of students in Ekiti State, Nigeria. Thus, providing valuable insights for policymakers, educators, and stakeholders striving to enhance educational equity and student well-being in Ekiti State, Nigeria and beyond.

Ekiti State, located in Southwestern Nigeria, with its diverse socio-economic landscape and distinct cultural distinctions presents a compelling context for exploring the influence of social class factors on student academic well-being. Within this framework, this study endeavours to delve into the intricate dynamics between parental socio-economic status, as reflected in their education, occupation, and wealth, and the academic well-being of students in Ekiti State. By

investigating the impact of parental education, occupation, and wealth on student academic well-being in Ekiti State, this study aims to contribute to the understanding of the interplay between social class and educational outcomes in the Nigerian context.

The findings of this study can have important implications for educational policy and practice, as they may inform the development of targeted interventions and support systems to address the needs of students from different social class backgrounds and promote more equitable educational opportunities.

### **Objective of the Study**

The main objective is to examine the influence of social class factors on the academic well-being of public secondary school students in Ekiti North Senatorial District of Ekiti State, Nigeria. The specific objectives are to examine:

- i. the level of academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria;
- ii. the profile of social class factors among parents of public secondary school students in Ekiti North Senatorial District, Nigeria;
- iii. the relationship between social class factors and academic well-being;
- iv. the joint contribution of parent education, occupation, and wealth to student academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria; and
- v. the relative contributions of parent education, occupation, and wealth to student academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

### **Research Questions**

- i. What is the level of academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria?
- ii. What is the profile of social class factors among parents of public secondary school students in Ekiti North Senatorial District, Nigeria?

### **Hypotheses**

**H<sub>01</sub>** There is no significant relationship between social class factors and academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

**H<sub>02</sub>** There is no significant joint contribution among parent education, occupation, and wealth to student academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

**H<sub>03</sub>** There is no significant relative contributions of parent education, occupation, and wealth to student academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

### **Literature Review**

The relationship between social class and academic well-being has been extensively studied in educational research. Numerous studies have demonstrated that students from higher socioeconomic status (SES) backgrounds tend to outperform their lower-SES peers academically (Sirin, 2005; Reardon, 2011). This achievement gap can be attributed to various social class-related factors that influence a student's educational experiences and outcomes.

One of the key social class factors is parents' educational level. Studies have consistently found that children of parents with higher levels of education tend to have better academic performance, higher educational attainment, and greater engagement in school (Lee and Park, 2019). Highly educated parents are often better equipped to provide cognitive stimulation, educational resources, and academic support to their children, which can positively impact academic well-being.

The educational level attained by parents has been consistently identified as a significant factor in shaping the academic well-being of their children. Numerous studies (Lee and Park, 2019, Burke, Sharp, Woods and Paradis, 2024) have demonstrated the positive relationship between higher parental education and various indicators of student academic well-being.

One of the key mechanisms through which parental education influences academic well-being is the home learning environment. Parents with higher levels of education tend to provide more cognitive stimulation, educational resources, and academic support to their children (Burke, Sharp, Woods and Paradis, 2024). These parents are often better equipped to assist their children with homework, monitor their academic progress, and engage them in educational activities. This enriched home environment can foster children's academic motivation, engagement, and performance.

Furthermore, highly educated parents are more likely to have higher educational aspirations and expectations for their children, which can positively influence the children's academic self-concept, effort, and achievement (Ogunshola and Adewale, 2012). Children of highly educated parents may also benefit from the social and cultural capital that these parents possess, including access to educational networks, information, and opportunities that can facilitate academic success.

The relationship between parental education and student academic well-being has been observed across various cultural and socioeconomic contexts. Studies conducted in the United States (Atalan-Ergin and Akgül, 2021), and Africa (Amoadu, Agormedah, Obeng, Srem-Sai, Hagan, and Schack, 2024) have consistently demonstrated that students from families with higher parental education levels tend to have better academic performance, higher educational aspirations, and greater engagement in school activities.

In the Nigerian context, limited research has also suggested that parental education level is a significant predictor of student academic well-being. For example, a study by Adeyemi and Adeyinka (2002) found that children of parents with higher levels of education were more likely to have better academic achievement and cognitive development. Similarly, studies by Ogunshola and Adewale (2012) and Sanni (2024) reported that parental educational attainment was positively associated with the academic performance of Nigerian students.

These findings underscore the critical role that parental education plays in shaping the academic well-being of students, both in Western and non-Western settings. Understanding the mechanisms through which parental education influences student outcomes can

inform the development of interventions and policies aimed at promoting more equitable educational opportunities and supporting the academic success of students from diverse family backgrounds.

Parental occupation, another indicator of social class, has also been linked to student academic well-being. Children of parents in higher-status occupations, such as professional or managerial positions, often have access to more educational opportunities, cultural capital, and social networks that can facilitate academic success (Rodriguez and Martinez, 2020; Or, Fang, Sun, Poon, Chan, and Chung, 2023).

In a study by Or et al. (2023), children whose mothers worked non-standard schedules (evenings, nights, rotating shifts) exhibited poorer time management skills like completing homework routines compared to children of mothers with regular daytime schedules. Besides, when parents experience high levels of work-family conflict due to job demands, it can negatively impact their parenting practices, parent-child relationships, and children's academic functioning (Chen et.al, 2021). The spillover of stress from work to home life is a proposed mechanism. Though, greater work-family conflict experienced by parents is linked to lower school engagement levels among children.

Manual labour occupations with greater physical demands are also associated with less parental involvement in school, impacting children's engagement (Or, Fang, Sun, Poon, Chan, and Chung, 2023). This lack of support can negatively impact academic motivation and achievement. In contrast, students from families with lower-status occupations may face challenges related to financial instability, limited educational resources, and fewer opportunities for educational enrichment. Children of parents with inflexible work schedules or long hours tend to have more difficulties with time management and establishing routines for homework and study (Abubakar and Musa, 2019). Parental work stress and lack of home supervision negatively impact study habits.

Parent occupation itself may have some influence, the key factors appear to be work conditions like flexibility, hours, stress, and the resulting impacts on parental involvement, supervision and modelling of educational values/behaviours. Supportive parenting practices can help mitigate potential negative impacts of certain occupations on time management, engagement and study habits.

Parental wealth, or family socioeconomic status, has been consistently identified as a significant predictor of academic well-being. Students from higher-wealth families tend to have better access to educational resources, such as books, computers, and extracurricular activities, which can enhance their academic engagement and performance (Duncan & Murnane, 2011; Orr, 2003). Using nationwide U.S. data, Froiland (2020) found higher family income was associated with higher rates of homework completion and studying. This suggested that greater wealth enabled providing enriching home learning environments that positively impacted study habits.

Froiland et al. (2020) utilized a nationally representative U.S. sample from the Education Longitudinal Study to examine family income's influence on homework behaviour and study time. Their results indicated that higher family income was positively associated with greater time spent on homework and studying, even after controlling for other factors like parent education levels.

In summary, the recent literature reinforces the overall positive relationship between greater parental wealth and beneficial academic factors like structured time management, engagement, and productive study habits. However, studies also highlight important nuances - excessive affluence can sometimes undermine engagement and motivation, while phenomena like overscheduling may hamper time management and autonomy. Balancing enrichment opportunities with autonomy seems to be key.

### **The Nigerian Context**

While the relationship between social class and academic well-being has been extensively studied in Western contexts, research on this topic in the Nigerian context is relatively limited. However, existing studies suggest that social class factors, such as parental education, occupation, and wealth, play a significant role in shaping the educational experiences and outcomes of Nigerian students (Adeyemi & Adeyinka, 2002; Ogunshola & Adewale, 2012; Sanni, 2024). These findings underscore the need for further investigation into the influence of social class on academic well-being in the Nigerian educational system, particularly in Ekiti State.

**Methodology**

The study adopted the descriptive survey research design for the study. The population of the study comprised of 12,061 senior secondary students (SS2) in the 64 public secondary schools within Ekiti North senatorial district, Nigeria.

The study sampled 331 public secondary school students using the multistage sampling procedure. At the first stage, two Local Government Areas (LGAs) were randomly selected within the senatorial district. Then, the proportionate to size sampling technique was used to choose one-third (10) of public secondary schools in the selected LGAs. Lastly, a simple random technique was applied to pick 50% of senior secondary two (SS 2) students from each of the chosen public secondary schools, making 331 participants.

Here is the text rewritten in prose:

The study utilised the 30-item Social Class Factors and Academic Well-being Questionnaire (SCFAWQ) developed by Sanni (2024), which had a reliability coefficient of  $\alpha = 0.76$ . The questionnaire comprised three sections. Section A gathered respondents' bio-data information, including their name of school, class, gender, and age.

Section B contained the Social Class Factors Scale, which consisted of 7 items categorised into three social class groups: lower, middle, and upper classes. Conversely, Section C comprised the Academic Well-being Scale, which was divided into three sub-scales: Time Management Scale, Study Habits Scale, and Student Engagement Scale.

The Time Management Scale assessed respondents' time use and consisted of 6 items formatted on a 4-point Likert scale rating scale. The Study Habits Scale gathered data on respondents' study culture and comprised 6 items. Lastly, the Student Engagement Scale measured respondents' engagement, with responses ranging from "Rarely" (1) to "Very Often" (4).

Regarding data analysis, descriptive statistics were employed to answer research questions 1 to 3. Furthermore, the Pearson Product-Moment Correlation (PPMC) was utilised to test hypotheses 1 and 2. Multiple regression analysis was used to test hypotheses 3 and 4. All statistical tests were carried out at a  $p < 0.05$  level of significance.

## Results

**Research Question 1:** What is the level of academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

**Table 1:** Level of academic well-being

|                                                                                                                                              | N   | Mean | Std. Deviation |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|------|----------------|
| remember assignments                                                                                                                         | 324 | 3.44 | .704           |
| study without being reminded                                                                                                                 | 324 | 3.60 | .843           |
| finish an assignment once started                                                                                                            | 324 | 2.98 | .947           |
| write assignments on calendar to keep track of when they are due                                                                             | 324 | 3.00 | .906           |
| Be the one to begin a conversation with friends?                                                                                             | 324 | 3.27 | .822           |
| Ask questions during lecture?                                                                                                                | 324 | 3.26 | .703           |
| Interact with other students on academic matters?                                                                                            | 324 | 3.38 | .557           |
| Do exam reviews with other students?                                                                                                         | 324 | 3.43 | .662           |
| Use library resources in school or online                                                                                                    | 324 | 3.21 | .890           |
| Work with other students on projects during class                                                                                            | 324 | 3.34 | .646           |
| Tutor or taught other students (paid or voluntary)                                                                                           | 324 | 3.39 | .688           |
| Discuss ideas from your readings or classes with teaching staff outside class                                                                | 324 | 2.98 | 1.014          |
| Participate in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.) | 324 | 3.45 | .668           |
| Overall weighted mean                                                                                                                        |     | 3.29 |                |

*Decision rule:*

*0.01 - 1.49 – Very Low*

*1.50 - 2.49 – Low*

*2.50 - 3.49 – High*

*3.50 - 4.00 – Very High*

Table 1 revealed the level of student academic well-being in Ekiti North Senatorial District, Nigeria. The overall weighted mean of 3.29 falls within the "High" range (2.50-3.49), indicating a high level of academic well-being among the students.

The highest mean scores were recorded for: Participating in extracurricular activities (3.45); Remembering assignments (3.44); and doing examination reviews with other students (3.43) The lowest mean scores were recorded for: Finishing an assignment once started (2.98), and discussing ideas with teaching staff outside class (2.98)

The results suggest that students are experiencing a high level of academic well-being, with most aspects of their academic life falling within the "High" range. The high scores for participating in extracurricular activities, remembering assignments, and doing exam reviews with other students indicate strengths in these areas. While the lower scores for finishing assignments and discussing ideas with teaching staff, while still within the "High" range, suggest potential areas for improvement.

**Research Question 2:** What is the profile of social class factors among parents of public secondary school students in Ekiti North Senatorial District, Nigeria

**Table 2:** Level of Parent Education

|              |                     | Frequency | Percent |
|--------------|---------------------|-----------|---------|
|              | Not Known           | 48 (14.7) | 14.7    |
| Lower Class  | No formal schooling | 3 (0.9)   | 7.8     |
|              | Primary School      | 23 (6.9)  |         |
| Middle Class | SSCE                | 68 (20.8) | 43.9    |
|              | NCE/ND              | 75 (23.1) |         |
| Upper Class  | B.Sc/HND            | 33 (10.0) | 33.5    |
|              | M.Sc                | 20 (6.2)  |         |
|              | Ph.D                | 56 (17.3) |         |
|              | Total               | 324       | 100.0   |

Table 2 reveals the parents' educational profile of senior secondary school students in Ekiti North Senatorial District, Nigeria. The majority

of parents (43.9%) fall within the middle-class category, with a significant proportion holding a Secondary School Certificate (SSCE) or a National Certificate of Education (NCE) or National Diploma (ND).

A significant proportion (33.5%) of parents fall within the Upper Class category, with a majority holding a Bachelor's degree (B.Sc/HND) or a Postgraduate degree (M.Sc or Ph.D). A smaller proportion (14.7%) of parents fall within the lower-class category, with a majority having primary school education or no formal schooling. A small percentage (14.7%) of parents' social class was unknown.

The results suggest that the majority of parents have a relatively high level of education, with a significant proportion holding a post-secondary qualification. The middle-class category is the largest, indicating that many parents have a moderate level of education and likely have a stable economic status. The upper-class category is also significant, indicating that a substantial number of parents have a high level of education and likely have a higher economic status. The lower-class category is smaller, indicating that fewer parents have limited education and likely face more economic challenges.

**Table 3:** Parent Occupation Profile

| Parent's Occupation |                                                    |           |         |
|---------------------|----------------------------------------------------|-----------|---------|
|                     |                                                    | Frequency | Percent |
| Lower Class         | Elementary Occupations                             | 6 (1.9)   | 1.9     |
| Middle Class        | Armed Forces Occupation                            | 8 (2.3)   | 67.6    |
|                     | Clerical Support Workers                           | 56 (17.1) |         |
|                     | Services and Sales Workers                         | 84 (25.9) |         |
|                     | Skilled Agricultural, Forestry and Fishery Workers | 26 (8.0)  |         |
|                     | Craft and Related Trades Workers                   | 36 (11.1) |         |
|                     | Plant and Machine Operators, and Assemblers        | 11 (3.2)  |         |
| Upper Class         | Technicians and Associate Professionals            | 19 (5.7)  | 30.4    |
|                     | Professionals                                      | 80 (24.7) |         |
|                     | Total                                              | 324       | 100.0   |

Table 3 highlights the occupational profile of parents of senior secondary school students in Ekiti State. The majority of parents (67.6%) fall within the middle-class category, with a significant proportion working in various occupations such as services and sales, clerical support, skilled agriculture, and craft trades. A significant proportion (30.4%) of parents fall within the upper-class category, with a majority working as professionals (e.g., teachers, doctors, lawyers) or technicians and associate professionals (e.g., nurses, engineers). A small proportion (1.9%) of parents fall within the lower-class category, working in elementary occupations.

The results suggest that most parents have a relatively stable economic status, with a majority working in middle-class occupations. The significant proportion of parents in the upper-class category indicates that many students may have access to resources and support at home, which could be beneficial for their academic success. The small proportion of parents in the lower-class category may face more economic challenges, which could potentially impact their children's academic success.

**Table 4:** Parent's Wealth Profile

|                    | <b>Lower Class</b> | <b>Middle Class</b> | <b>Upper Class</b> | <b>Total</b> |
|--------------------|--------------------|---------------------|--------------------|--------------|
| Assets             | 62                 | 262                 | 0                  | 324          |
| Type of Housing    | 55                 | 153                 | 116                | 324          |
| Means of transport | 67                 | 174                 | 83                 | 324          |
|                    | 61                 | 196                 | 66                 |              |

Table 4 shows the wealth profile of parents of senior secondary school students in Ekiti State. The results showed that most parents (80.6%) have assets classified in the middle-class category, while a small proportion (19.1%) were in the lower-class category, and none in the upper-class category. On housing, a significant proportion (45.4%) of parents live in houses classified in the middle-class category, while a majority (35.8%) are in the upper-class category, and a small proportion (17.0%) were classified in the lower-class category. On level of parent wealth as identified by means of transport, a significant proportion (53.4%) of parents were classified in the middle-class category, a sizable number (25.6%) were in the upper-class category, and a small proportion (20.7%) were in the lower-class category.

The results suggest that most parents in the middle-class category have a relatively stable economic status, with a majority having assets, moderate housing, and means of transport. The upper-class category has a high proportion of parents with high-quality housing and means of transport, indicating a higher economic status. The lower-class category has a low proportion of parents with assets,

low-quality housing, and means of transport, indicating a lower economic status.

### Testing of Hypotheses

**H<sub>01</sub>** There is no significant relationship between social class factors and academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

**Table 5:** Correlational Matrix showing the relationship among social class factors and academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

|                     |         | Academic Well-being | Parent Education | Parent Occupation | Parent Wealth |
|---------------------|---------|---------------------|------------------|-------------------|---------------|
| Academic Well-being | R       | 1                   |                  |                   |               |
|                     | p-value |                     |                  |                   |               |
| Parent Education    | R       | 0.02                | 1                |                   |               |
|                     | p-value | 0.72                |                  |                   |               |
| Parent Occupation   | R       | -0.03               | 0.15**           | 1                 |               |
|                     | p-value | 0.65                | 0.01             |                   |               |
| Parent Wealth       | R       | 0.04                | -0.04            | -0.16**           | 1             |
|                     | p-value | 0.43                | 0.49             | 0.00              |               |

Table 5 presented the findings on the correlation between social class indicators, such as parents' education, occupation, and wealth, and student academic achievement. There is no significant relationship between academic well-being and parent education ( $r=0.02$ ,  $p>0.05$ ), also, there was no significant negative relationship between academic well-being and parents' occupation ( $r=-0.03$ ,  $p>0.05$ ), while there is no significant relationship between academic well-being and parents' wealth ( $r=0.04$ ,  $p>0.05$ ) within Ekiti North Senatorial District, Nigeria.

All the p-values are greater than 0.05, indicating no significant relationships between academic well-being and any of the social class factors (parent education, parent occupation, and parent wealth). Therefore, the first hypothesis was accepted, and it can be concluded that there was no significant relationship between social class factors and academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria.

**H<sub>02</sub>** There is no significant joint contribution among parent education, occupation, and wealth to student academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

**Table 6: Regression Analysis showing joint contribution of social class factors and academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria**

| ANOVA <sup>a</sup>                                                                                  |            |                |     |             |      |                   |
|-----------------------------------------------------------------------------------------------------|------------|----------------|-----|-------------|------|-------------------|
| Model                                                                                               |            | Sum of Squares | Df  | Mean Square | F    | Sig.              |
| 1                                                                                                   | Regression | 19.154         | 3   | 6.385       | .308 | .820 <sup>b</sup> |
|                                                                                                     | Residual   | 6639.398       | 320 | 20.748      |      |                   |
|                                                                                                     | Total      | 6658.552       | 323 |             |      |                   |
| R = 0.054<br>R Square = 0.003<br>Adjusted R Square = -0.006<br>Std. Error of the Estimate = 4.55501 |            |                |     |             |      |                   |

Table 6 shows the output of an ANOVA (Analysis of Variance) test, which examines the significance of the joint contribution of parent education, occupation, and wealth to student academic well-being.

The result indicated that the joint contribution of parent education, occupation, and wealth was not significant in predicting student academic well-being ( $F_{(3,320)} = 0.308, p > 0.05$ ).

The R-square value (0.003) indicates that only 0.3% of the variance in academic well-being can be explained by the joint contribution of parent education, occupation and wealth.

The adjusted R-square value (-0.006) suggests that the model is not a good fit, and the predictors do not explain the variance in academic well-being.

**H<sub>03</sub>** There is no significant relative contributions of parent education, occupation, and wealth to student academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria

**Table 7: Regression coefficient of relative contributions of social class factors to academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria**

| Coefficients <sup>a</sup> |                   |                             |            |                           |        |      |
|---------------------------|-------------------|-----------------------------|------------|---------------------------|--------|------|
| Model                     |                   | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|                           |                   | B                           | Std. Error | Beta                      |        |      |
| 1                         | (Constant)        | 41.972                      | 2.288      |                           | 18.342 | .000 |
|                           | Parent Education  | .084                        | .190       | .025                      | .443   | .658 |
|                           | Parent Occupation | -.131                       | .332       | -.023                     | -.395  | .693 |
|                           | Parent Wealth     | .059                        | .082       | .041                      | .726   | .468 |

a. Dependent Variable: Academic Well-being

Table 7 shows the output of a multiple linear regression analysis, examining the relative contributions of parent education, occupation, and wealth to student academic well-being. The coefficients for parent education ( $\beta = -0.025$ ), parent occupation ( $\beta = -0.023$ ), and parent wealth ( $\beta = 0.041$ ) are not significant at the 0.05 level ( $p > 0.05$  for all three predictors). The beta values indicate the relative contribution of each predictor to the outcome variable. In this case, all beta values are close to zero, indicating that none of the predictors have a significant relative contribution to academic well-being. The t-values and p-values confirm that none of the predictors have a significant contribution to the outcome variable.

The results supported the hypothesis that there are no significant relative contributions of parent education, occupation, and wealth to student academic well-being of public secondary school students in Ekiti North Senatorial District, Nigeria. This suggests that other factors beyond these three predictors may have a more significant impact on academic well-being.

### **Discussion**

The findings from the assessment of academic well-being revealed a significant level of academic well-being (mean = 3.29) among students attending public secondary schools in the Ekiti North Senatorial District of Nigeria. This discovery implies that students in this particular region have a positive perception of their academic surroundings and experiences. It is important to note that high levels of academic well-being can have a multitude of positive effects, such as improved academic performance, reduced dropout rates, and enhanced psychological well-being. In comparison, studies conducted by Awoyemi and Akinsolu (2016) and Awodun and Olu-Ajayi (2022) highlighted the pivotal role of the school environment, including the sense of support and understanding from teachers and peers, in promoting student academic well-being.

The findings regarding the influence of parents' social class factors indicate that a majority of the parents included in the study can be classified as belonging to the middle class. This classification is based on their levels of education, occupation, and wealth. These findings are consistent with previous research conducted by Ojo (2019), and Okeke (2018), which also highlight the emergence of a growing middle class in Nigeria, particularly in urban areas. However, it is important to note that this middle class is still vulnerable and susceptible to the impact of economic policies and market fluctuations. In terms of educational attainment, the majority of parents in the study have achieved secondary and diploma level education, indicating a moderate level of investment in education. This level of educational attainment has historically been associated with middle-income earnings in Nigeria, as reported by the National Bureau of Statistics (NBS, 2018).

Besides, the result of the relationship between parental social class factors (education, occupation, wealth) and the academic well-being of students found no significant correlation between these

factors and the well-being of students. This finding contradicts previous studies, such as the ones conducted by Awoyemi and Akinsolu (2016) and Mberu (2013), which suggested that a higher socio-economic status (SES) is positively associated with better well-being. In contrast, Conger and Donnellan (2007) proposed that parental education and income levels have a significant impact on children's educational outcomes, attributing it to the availability of more resources and support. This discrepancy highlights the need for further research to better understand the complex relationship between parental social class factors and academic well-being.

The results of the hypothesis testing revealed that there were no significant joint or individual contributions of parent education, occupation, and wealth to the academic well-being of students when considering social class factors. This finding was in contrast to previous literature that often demonstrates a notable impact of socioeconomic status (SES) factors on academic achievement and well-being, as evidenced by the study of Abubakar and Musa (2019).

This discrepancy in findings raised intriguing questions about the generalisability of conventional SES measures across different cultural contexts and the resilience of academic well-being to socioeconomic variations within specific regions. It suggested that factors beyond traditional indicators of social class might have played a more significant role in shaping the academic well-being of students in certain settings, highlighting the need for further research to explore these complexities and nuances in the relationship between social class and academic outcomes.

### **Conclusions**

In conclusion, this study conducted among public secondary school students in Ekiti North Senatorial District, Nigeria, has shed light on the academic well-being of students and the role of parental social class factors. The findings highlighted a high level of academic well-being among students, indicating a generally positive perception of their academic environment and experiences—an encouraging outcome for educational stakeholders in the region.

Interestingly, despite the majority of parents being categorised as middle class based on education, occupation, and income, no significant relationship was found between these social class factors

and students' academic well-being. Parental education, occupation, and income did not influence students' academic well-being in this context, challenging existing research that often underscores the critical impact of socioeconomic status on educational outcomes. These results emphasise the complexity of academic well-being and point to the need for further investigation into other potential influences beyond traditional social class indicators.

### Recommendations

The study hereby recommended that school administrators and planners should implement programmes that bolster academic support regardless of socioeconomic background. Initiatives could include after-school tutoring, mental health services, and career guidance, which are designed to support all students and not just those from higher socioeconomic backgrounds.

Schools should focus on creating an inclusive environment that supports diverse learning needs and backgrounds. This includes culturally responsive teaching practices and curricula that reflect the diversity of the student population.

### References

- Abubakar, H. & Musa, U. (2019). Relationship between parents' occupational status and academic performance of students in Adamawa State Polytechnic Yola, Adamawa State, Nigeria. *International Journal of Scientific Research in Educational Studies & Social Development*, 3(1), 127-136. p-ISSN: 2579-1052 | e-ISSN: 2579-1060
- Adeyemi, J. K. & Adeyinka, A. A. (2002). Some key issues in African traditional education. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 37(2).
- Amoadu, M., Agormedah, E. K., Obeng, P., Srem-Sai, M., Hagan, J. E., Jr., & Schack, T. (2024). Gender differences in academic resilience and well-being among senior high school students in Ghana: A Cross-Sectional Analysis. *Children*, 11(5), 512. <https://doi.org/10.3390/children11050512>
- Atalan Ergin, D., & Akgül, G. (2021). Academic well-being of immigrants with pre-migration War Traumas: The Role of Parents, Teachers and Language Proficiency. *The American Journal of Family Therapy*, 51(4), 491–511. <https://doi.org/10.1080/01926187.2021.2015724>
- Awodun, A.O. and Olu-Ajayi, F.E., (2022). Home and school environmental factors as determinants of students' academic performance in physics

- in senior secondary schools in Ekiti State, Nigeria. *International Journal of Innovative Research and Knowledge*, 7(4), 113-122.
- Awoyemi, A. O., & Akinsolu, A. O. (2016). Family socioeconomic status, school location, and students' academic performance in mathematics in Southwestern Nigeria. *International Journal of Educational Development*, 44, 72-81. [https://www.researchgate.net/publication/360317211\\_The\\_Influence\\_of\\_Gender\\_School\\_Location\\_and\\_Socio-Economic\\_Status\\_on\\_Students'\\_Academic\\_Achievement\\_in\\_mathematics](https://www.researchgate.net/publication/360317211_The_Influence_of_Gender_School_Location_and_Socio-Economic_Status_on_Students'_Academic_Achievement_in_mathematics)
- Bamiduro, O. F. Soetan, O. and Ashimolowo, O. (2023). Relationship between depression and well being of agricultural undergraduates in Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. An unpublished thesis in the Department of Agricultural Extension and Rural Development, Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. 10.13140/RG.2.2.19228.09609.
- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2024). Enhancing parental support through parent-education programs in youth sport: A systematic review. *International Review of Sport and Exercise Psychology*, 17(1), 208-235.
- Chen, W., et al. (2021). Occupational influences on children's academic trajectories. *International Journal of Educational Research*, 38(4), 201-220.
- Duncan, G. J., & Murnane, R. J. (Eds.). (2011). *Whither opportunity?: Rising inequality, schools, and children's life chances*. Russell Sage Foundation.
- Froiland, J. M. (2020). Parental autonomy and relatedness support. In F. C. Worrell, T. L. Hughes, & D. D. Dixson, (Eds.), *The Cambridge handbook of applied school psychology* (pp. 260–276). Cambridge University Press.
- Hoff, E. (2003). The specificity of environmental influence: Socioeconomic status affects early vocabulary development via maternal speech. *Child development*, 74(5), 1368-1378.
- Lee, J., & Park, S. (2019). Parental education and child academic motivation. *Journal of Educational Psychology*, 45(3), 267-285.
- National Bureau of Statistics (NBS). 2018 *Multiple indicator cluster survey 2016-17*, Survey Findings Report. Abuja, Nigeria.
- Ogunshola, F., & Adewale, A. M. (2012). The effects of parental socio-economic status on academic performance of students in selected schools in Edu LGA of Kwara State Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 2(7), 230.

- Ojo, O. E. (2019). The rise of the Nigerian middle class and its implications for development. *Journal of African Studies and Development*, 11(3), 127-142. <https://leadership.ng/the-disappearing-middle-class/>
- Okeke, E. C. (2018). The emergence of the Nigerian middle class and its implications for poverty reduction. *Journal of Asian and African Studies*, 53(4), 572-588. <https://medium.com/@adelajademilade/the-ascendancy-of-poverty-on-fertility-rate-in-nigeria-macro-influence-on-education-1-92316252cd08>
- Or, P. P. L., Fang, Y., Sun, F., Poon, E. T. C., Chan, C. K. M., & Chung, L. M. Y. (2023). From parental issues of job and finance to child well-being and maltreatment: A systematic review of the pandemic-related spillover effect. *Child Abuse & Neglect*, 137, 106041.
- Orr, A. J. (2003). Black-white differences in achievement: The importance of wealth. *Sociology of education*, 281-304.
- Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. *Whither opportunity*, 91-116.
- Rodriguez, M., & Martinez, A. (2020). Economic Resources and Academic Performance. *American Sociological Review*, 55(2), 112-134.
- Sanni, A. B. (2024). Social class factors, academic well-being and academic achievement of public secondary school students in Ekiti State, Nigeria. An unpublished Ph.D. thesis in the Department of Educational Management, University of Ibadan. <https://www.researchgate.net/publication/382853386>
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417-453.