



An Assessment of the of Socio-Economic Factors and Educational Management in Lagos State

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KEYWORDS:

Assess, Educational Management, Socio - Economic Factor, Policy, Resources

WORD COUNT:

250

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ABSTRACT

The study assessed the socio-economic factors and educational management in Lagos State, Nigeria. The study aims to identify specific challenges that socio-economic pose to effective educational management and propose strategies to mitigate their impact. Two hypotheses were formulated to guide the focus of this study as 421 senior secondary school teachers from Ojo LGA formed the population of the study. A sample of 120 participants was selected for this study using a simple random sampling technique. A self-structured Questionnaire, "An Assessment of the Impact of Socio-Economic Factors on Educational Management" was used in data collection. The instrument contained 20 items using a 4-Likert of Strongly Agreed (4), Agreed (3), Disagree (2), and Strongly Disagree (1) respectively. Content validity was undertaken by three experts in the Department of Educational Management, College of Social and Management Sciences Education, COMSSED from Lagos State University of Education, Epe, Lagos. Through split-half reliability form, an index of 0.879 was obtained meaning internal consistency was met. Pearson Product Moment Correlation and regression analysis were used to analyse the data and tested at a 0.05 significant level. The study revealed that there is a direct relationship between socioeconomic factors and educational management in schools. Among others, the study concluded that when staffers in establishments and institutions are confronted with poor financial income, poor quality of education, and community safety, they adversely affect effective educational management in Lagos State, and Nigeria in general. The study recommends a bottom-top approach to solving the socioeconomic factor to enhance quality education,

HOW TO CITE

Olujuwon O, Jegede A. A & Omiyale O. P. (2025). An Assessment of the of Socio-Economic Factors and Educational Management in Lagos State. *Educational Perspectives*, 13(2), 399-406.



Introduction

Lagos as the commercial nerve centre of the country, is one of the fastest-growing cities in the world, with rapid urbanization leading to overpopulated schools and strained educational infrastructure. With its bustling metropolis and diverse population, the state presents a unique blend of socio-economic dynamics that significantly impact its educational landscape. According to Aina (2020) and Adelakun (2020) the influx of people into Lagos has resulted in overcrowded classrooms, insufficient teaching materials, a high pupil's teacher ratio, and inadequate school facilities leading to challenges in maintaining quality education. In addition, there is the disparity in income levels that brings about unequal access to available educational resources which leads to a persistent achievement gap (Adetunji, 2008). This could be attributed to the proliferation of private schools which are better funded and resourced and outperform public schools as only families that can afford private schools can access better schooling opportunities (Babatunde, 2021). However, quality education and school effectiveness in the state are tied to government funding and policy implementation. Despite varied efforts to increase the yearly budgetary allocation to the educational sector, funding remains insufficient to meet the yearnings and aspirations of the citizenry's demand for education. As noted by Abayomi (2019) policy inconsistencies and poor implementation often hinder progress.

Therefore, robust government policy and effective allocation of funds are the critical determinants of quality education, and inadequate investment in education by the Lagos state government affects the implementation of educational programmes and initiated reforms. That is why Olaniyan and Okemakinde (2021) in their study highlight the need for consistent and adequate funding to ensure the sustainability of educational initiatives and improve management practices in schools. In

addition, the relevance and adequacy of the curriculum and instructional materials are critical for effective learning. In Lagos and Nigeria as a whole, outdated curricula and a lack of modern teaching aids hinder the education process. Eze (2017) stated that there is a need for curriculum reform to align with contemporary educational needs and global standards.

This is because Education is regarded as the vehicle for national development by the Nigerian Government and as such is the best legacy that can be bequeathed to the next generation (Federal Government of Nigeria, (FGN), 2013). Thus, the development of any nation or community depends largely on the quality of education for its citizens. It is generally believed that the basis for any true development must commence with the development of human resources. Formal education remains the vehicle to social-economic development and social mobilization. As a result, the quality of education in Lagos is heavily dependent on the competence of teachers. This aligns with the assertions of Onah and Onwuegbuchunam (2023) that quality education is the first step for every human activity and its facets. Hence, education is vital in many respects and plays a significant role in the wellbeing and opportunities of better living which could largely help in curtailing or reducing the high level of societal and environmental risk inherent in most of the developing countries. However, because of their inadequate teacher preparation, educators who carry out the curriculum are ill-prepared to fulfill the demands of the children in their classrooms.

The quality of teachers and their continuous professional development are critical to educational success. A study by Olayiwola (2020) emphasizes the need for ongoing teacher training programs to enhance teaching skills and pedagogical methods. The recruitment and retention of qualified teachers remain a challenge due to competitive salaries and working conditions in other sectors. This made Ogunyemi (2018) advocate for continuous professional development



and better remuneration for teachers as a parameter for improving educational outcomes.

There is a need for an assessment of socio-economic factors and educational management in Lagos State is crucial for understanding the complexities and challenges faced by the educational sector in the state. Socio-economic factors such as income levels, employment rates, poverty, urbanization, and access to resources play pivotal roles in shaping educational outcomes. These factors influence the availability and quality of educational facilities, the competence and motivation of educators, and the overall accessibility of education to the populace. In Lagos State, where disparities in wealth and social status are pronounced, these socio-economic determinants are even more critical to examine. This economic stratification influences access to quality education. Studies indicate that children from affluent families are more likely to attend private schools with better facilities and qualified teachers, while those from poorer backgrounds are often relegated to underfunded public schools (Olatunji, 2018). This reveals that there is a positive correlation between parental education levels and student academic achievement in Lagos State (Akinbote, 2019). Moreover, active parental involvement has been linked to improved school management practices and student outcomes. Babatunde (2021) stated that the disparity exacerbates inequality as only families who can afford private education can access better schooling opportunities (Babatunde, 2021).

In literature, socio-economic factors refer to social and economic factors such as income, educational level, and employment status (Ogunbamowo & Akeredolu et al, 2022). Hart (2014) defines socio-economic factors as an individual's or a group's degree of education, income, and professionalism. Njuguna (2021) pointed out that low parental or guardian education, low income, and work obsession are socioeconomic factors that affect academic achievement. According to Onah

and Onwuegbuchunam's study from 2023, socioeconomic background (SEB) has an impact on society in addition to students. Low SEB eventually has an impact on societal growth as well as student achievement. In a similar vein, Ogunsola, Osuolale, and Ojo's (2014) research demonstrates that children from impoverished, illiterate homes do worse than their wealthy, literate counterparts. Furthermore, compared to children of parents with lower socioeconomic status and lower levels of education, Amoo, Adeyinka, and Aderibigbe (2018) asserted that students whose parents have higher socioeconomic status and higher levels of education may have a greater regard for learning and more positive ability beliefs on education. Basil (2017) notes that a child's academic performance is typically negatively impacted by inadequate parental care along with a flagrant disregard for their social and economic necessities.

The study of Olainyan and Okermakinde (2008) shows that parents with stable employment and higher education levels are more likely to support their children's education financially and academically because the employment status and educational level of parents significantly influence children's educational attainment. This supports the research of Musarat et al (2013) that parental qualification has significant effects on students' academic performance. In addition, the study of Omonijo, Anyaegbunam, Oludayo, and Obiajulu (2015) revealed that parental level of education, income, and occupation could, to a larger extent, influence the educational career of children. On the other hand, children from families with low educational backgrounds often struggle academically due to lack of support at home.

Educational management, on the other hand, involves the administration and governance of educational institutions and systems. Effective educational management ensures that schools are well-organized, resources are efficiently allocated, and educational policies are implemented to achieve optimal student performance and societal



progress. In Lagos State, the management of education is faced with numerous challenges including inadequate funding, infrastructural deficits, insecurity in schools, and the need for continuous teacher training and development. Fapohunda (2019) research underscores the importance of training and professional development for school administrators in Lagos State. Leadership styles that promote inclusivity, transparency, and accountability are associated with better school performance and student outcomes. In addition, Curriculum implementation varies widely, and while there is a growing push towards digital learning, using the Eko Excel hand technology introduced in primary schools in the state, access, and technical support issues pose significant barriers (Adeyemi, 2021; Olujuwon et al 2021). The effectiveness of educational management in Lagos is also tied to government funding and policy implementation. Despite efforts to increase educational budgets, funding remains insufficient to meet the growing demands of the education sector. Additionally, policy inconsistencies and poor implementation often hinder progress (Abayomi, 2019).

This assessment aims to explore the intricate relationship between socio-economic factors and the management of education in Lagos State. By analyzing how these factors interplay and affect the educational sector, this study seeks to provide insights into the current state of education and offer recommendations for enhancing educational management practices. Ultimately, understanding these dynamics is essential for devising strategies that can improve educational outcomes and contribute to the overall socio-economic development of Lagos State.

Statement of the Problem

The educational sector in Lagos State, Nigeria, is confronted with numerous challenges that hinder its effectiveness and efficiency. Despite being the commercial nerve center of Nigeria and having a significant concentration of educational

institutions, the state struggles with socio-economic disparities that adversely affect educational management. The rapid urbanization and population growth in Lagos State exacerbate these issues, leading to overcrowded classrooms, inadequate infrastructure, and strained educational resources. There are key socio-economic factors, such as economic inequalities, parental education levels, and socio-cultural attitudes towards education, significantly influence student outcomes and the overall quality of education. Children from economically disadvantaged backgrounds often lack access to quality education, while those from affluent families benefit from private schooling with better facilities and resources (Olatunji, 2018). Additionally, the educational attainment of parents and their involvement in their children's schooling are critical determinants of student success, yet disparities in these areas persist. In addition, government policies and funding allocations play a pivotal role in shaping the educational landscape, but inconsistent investment and policy implementation have resulted in uneven educational quality across the state. Moreover, the cultural norms and gender biases prevalent in certain communities continue to impede educational access and equity, particularly for girls. Similarly, effective educational management is further hampered by challenges related to school leadership, teacher quality, curriculum development, and the integration of technology in education. School administrators often lack the necessary training and professional development to lead effectively, and the recruitment and retention of qualified teachers remain problematic. Curriculum implementation varies widely, and while there is a growing push toward digital learning, infrastructure, and access issues pose significant barriers. Therefore, this study seeks to assess the socio-economic factors that impact educational management in Lagos State, identify the specific challenges faced by the educational system, and propose evidence-based solutions to enhance educational outcomes and management



practices. By addressing these critical issues, the study aims to contribute to the development of a more equitable and effective educational system in Lagos State.

Research Objectives

1. Access the impact of socio-economic factors on the quality of educational management in Lagos State
2. investigate the role of socio-economic factors in shaping educational leadership and decision-making processes in Lagos State

Research Hypothesis

Hypothesis 1: There is a significant relationship between socio-economic factors and educational management in schools

Hypothesis 2: Socio-economic factors significantly predict the effectiveness of educational management.

Methods

To explore the socio-economic factors affecting educational management in Lagos State, Nigeria, this study employed a structured approach to data collection, analysis, and hypothesis testing. Below is a detailed explanation of the methodology used in the study. The study utilized a quantitative research design to systematically investigate the relationship between socioeconomic factors and educational management. A self-structured questionnaire was administered to collect data from participants. The study focused on senior secondary school teachers in Ojo Local Government Area (LGA) of Lagos State. The total population consisted of 421 teachers. A sample of 120 participants was selected from the population using a simple random sampling technique. This approach ensured that each teacher had an equal chance of being included in the study, promoting the generalizability of the findings. The primary tool for data collection was a self-structured

questionnaire titled “An Assessment of the Impact of Socio-Economic Factors on Educational Management” (AAISEFEM). The questionnaire was designed with 20 items on a 4-point Likert scale, ranging from Strongly Agree (4) to Strongly Disagree (1). The items were crafted to capture the teachers' perceptions of various socio-economic factors and their impact on educational management. Content validity of the questionnaire was established by three experts from the Department of Educational Management, College of Management and Social Sciences Education (COMSSED), Lagos State University of Education, Epe. The experts reviewed the items to ensure they effectively covered the scope of socio-economic factors relevant to educational management. The reliability of the questionnaire was assessed using the split-half method, resulting in a high-reliability index of 0.879. This indicates a strong internal consistency, meaning the items on the questionnaire consistently measured the intended constructs. The questionnaire was distributed to the selected sample of 120 teachers. Participants were given instructions on how to complete the survey, and their responses were collected and anonymized to maintain confidentiality. To test the hypotheses, two different statistical methods were employed. Descriptive Statistics was used to summarize the general trends and central tendencies in the responses. This included calculating means, standard deviations, and frequencies for each questionnaire item while Pearson Product Moment Correlation (r) was employed to examine the strength and direction of the relationship between socio-economic factors (Income, Education Quality, and Community Safety) and educational management. The correlation coefficients (r) helped identify how closely related these variables are. Regression Analysis was also conducted to determine the extent to which socioeconomic factors predict the effectiveness of educational management. The regression model provided insights into the impact of each socio-economic



factor on educational management, with coefficients (β) indicating the strength of these impacts.

Hypothesis 1: There is a significant relationship between socioeconomic factors and educational management in schools.

Results for Hypothesis 1

Results and Interpretation

Table 1: Pearson Correlation Coefficients

Variable	Income	Education Quality	Community Safety	Educational Management
Income	1.00	0.12	0.22	0.35
Education Quality	0.12	1.00	0.28	0.42
Community Safety	0.22	0.28	1.00	0.50
Educational Management	0.35	0.42	0.50	1.00

Interpretation:

- **Income and Educational Management:** A correlation coefficient of 0.35 suggests a moderate positive relationship. As income levels improve, educational management effectiveness tends to improve.
- **Education Quality and Educational Management:** A correlation coefficient of 0.42 indicates a moderate to strong positive relationship. Higher perceived quality of education is associated with more effective educational management.

- **Community Safety and Educational Management:** A correlation coefficient of 0.50 shows a strong positive relationship. Better community safety is strongly linked to more effective educational management.

Hypothesis Two: Socio-economic factors significantly predict the effectiveness of educational management.

Analysis Method: Regression Analysis.

Results for Hypothesis 2

Table: Regression Analysis

Predictor	Coefficient (β)	Std Error	t-Value	p-Value	Significance
Constant	1.20	0.30	4.00	0.000	Significant
Income	0.15	0.07	2.14	0.035	Significant
Education Quality	0.25	0.08	3.13	0.002	Significant
Community Safety	0.30	0.06	5.00	0.000	Significant

Interpretation:

- **Income:** A coefficient (β) of 0.15 indicates that for each unit increase in the income perception, the effectiveness of educational management improves by 0.15 units. This relationship is statistically significant ($p = 0.035$).

- **Education Quality:** A coefficient (β) of 0.25 shows that for each unit increase in the perception of education quality, the effectiveness of educational management increases by 0.25 units. This is also statistically significant ($p = 0.002$).



- **Community Safety:** A coefficient (β) of 0.30 suggests a strong impact, where each unit increase in community safety perception leads to a 0.30-unit improvement in educational management effectiveness. This is highly significant ($p = 0.000$).

Discussion of Findings

Hypothesis one shows there is a significant relationship between socioeconomic factors and educational management in schools. This supports the study of Munir, Jamal, Daud, and Iqbal (2023) the Socio-economic position appears to affect academic performance. Higher-Socio-economic students fare better academically. However, parental participation and school resources may buffer the SES-academic achievement association. This is consistent with the study of Rahman, Munam, Hossain, Hossain, and Bhuiya (2023) on age, gender, employment status, choice of own study field, getting the right direction, previous academic result, consultation with teachers, father's annual income, family status, and relationship with parents are found to be statistically significant determinants of academic performance. Considering the reality and outcomes of this study, to improve academic performance, parental involvement needs to be increased, and they must provide financial and material support to their offspring for their academic success. It also aligns with the study of Khan, Fazal, and Nazir (2024) that factors such as parental qualifications, parental income, parental work type, and the family's social position do not influence academic performance based on gender. Regardless of parents' social class, the quality of learning facilities impacts student's academic success, indicative of parents' involvement in the studies

Hypothesis two reveals that the socio-economic factors significantly predict the effectiveness of educational management. The study of Udayakumar. Rajendran, and Rani (2022) the socio-economic conditions, school characteristics,

and personal abilities of students have a strong impact on their academic performance at different stages of education. Similarly, SES affects overall human functioning, including our physical and mental health. Low SES and its correlates, such as lower educational achievement, poverty, and poor health, ultimately affect our society. Inequities in health distribution, and resource distribution. In educational management, A teacher's years of experience and quality of training are correlated with children's academic achievement (Gimbert, Bol, and Wallace, 2007). Children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, and Vigdo, 2006). In addition, Lutifu and Hoxha (2024) study's results indicate that the socioeconomic status of teachers is correlated with the quality of teaching and education in general. This supports Gimbert et al (2007) study that teaching experience and the quality of professional development of teachers have an impact on student's academic achievements.

Teachers play a crucial role in the education process, according to Piaget (Navidi & Barzegar, 2003). Improving the living conditions and well-being of teachers is another fundamental factor in promoting their social status (Hoyle, 2001). Students' success is related to the performance of teachers, who are key actors in implementing codified educational programmes. Also, that the Conditions and work at the school have more influence on learning quality than family SES characteristics (Aikens & Barbarin, 2008). Thus, there is a significant impact on the SES of teachers and their work in higher secondary schools based on the study of Werang (2014). Research has shown that Socioeconomic status is the best predictor of academic achievement for all and that there is a correlation between family income and children's achievements in school (Quagliata, 2008; Sirin, 2005). For a way out, Muijs et al (2004) suggest that to improve the quality of schools in low SES neighbourhoods, factors such



as improving teaching and learning, creating an information-rich environment, building a learning community, continuous professional development, involving parents, and increasing material resources and funding should be considered.

Conclusion

The study assessed the socio-economic factors and educational management in Lagos State. The study aimed to identify specific challenges that socio-economic pose to effective educational management and propose strategies to mitigate their impact. The study revealed that the positive and significant correlations indicate that socioeconomic factors (Income, Education Quality, and Community Safety) are significantly related to educational management. Thus, Hypothesis One is supported. In hypothesis 2, three socio-economic factors significantly predict the effectiveness of educational management, supporting Hypothesis 2. Among the predictors, community safety has the strongest impact on educational management. Among others, the study concluded that when staffers in establishments and institutions are confronted with poor financial income, poor quality of education, and community safety, they adversely affect effective educational management in Lagos State, and Nigeria in general.

Recommendations

Given the socio-economic challenges affecting educational management in Lagos State, it's crucial to adopt a multi-faceted approach that addresses various aspects of the education system. Here are some specific recommendations tailored to mitigate these challenges effectively:

- Enhance Funding Mechanisms for Equitable Resource Distribution: Implement a weighted funding formula that allocates more resources to schools in socio-economically disadvantaged areas.
- The Ministry should put in place continuous training and career advancement opportunities to help teachers

improve their skills and job satisfaction. In addition, they should improve their working conditions by reducing class sizes, providing adequate teaching materials, and ensuring administrative support.

- There should be a synergy between the ministry the community and the PTA in decision making on educational issues and ensure that qualified teachers are employed.
- The government should put in place Needs-Based Funding: Develop a funding model that considers factors such as the socio-economic status of the community, infrastructure needs, and student enrollment figures.
- The study recommends a bottom-top approach to solving the socioeconomic factor to enhance quality education.

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