

SOCIO ECONMIC FACTORS AS DETERMINANTS OF ACADEMIC PERFORMANCE IN HOME ECONOMICS IN DELTA STATE

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ABSTRACT

The study examined influence of socioeconomic factors as determinants of academic performance in home economics in Delta State. The research adopted a correlational design. A total of 200 secondary school students were sampled in Delta State, and data were collected using structured questionnaires. The data were analysed using regression analysis and the Pearson Product Moment Correlation Coefficient. The study shows that there was a significant relationship between the financial status of parents and the academic performance in home economics of pupils in upper-basic schools in Nigeria, $F(2, 197) = 14.506$; $p < 0.05$. There was also a strong relationship between the academic performance in home economics of pupils in upper-basic schools in Nigeria and their family status, $r = 0.31$, $p < 0.05$. These findings reflect significant levels of association in the development of academic performance in home economics and economic circumstances of parents and the welfare of the family. The study clearly established that both financial stability and family well-being exerted a significant influence on students' academic performance. These findings need to be taken into consideration as ways of incorporating conflict resolution and financial planning strategies whenever counselling programs are developed in Nigeria.

Keywords: Family well-being, Academic performance, Counselling implications, adolescents, financial well-being

INTRODUCTION

Recent studies indicate that a nurturing family environment is essential for cognitive and emotional development, subsequently influencing academic performance in home economics. The influence of family well-being in Nigeria, characterized by robust familial bonds and extended family systems, significantly impacts academic performance in home economics. This paper aims to address the research gap between family well-being and academic performance in Home Economics, highlighting its implications for counselling practices in Nigeria. The family serves as the primary socializing agent, facilitating a child's acquisition of essential knowledge regarding socially accepted values and ethical behaviour. Bronfenbrenner's Ecological Systems Theory posits that the family serves as a critical microsystem that significantly impacts individual development (Lippard, La Paro, Rouse & Crosby, 2018; Navarro & Tudge, 2022). Well-being in this context encompasses not only physical health but also emotional stability, financial security, and harmonious relationships.

The cultural orientation is predominantly collectivist rather than individualistic. The extended family system in Nigeria provides both emotional and financial support to its members. Nonetheless, this family structure encounters numerous challenges stemming from economic hardship, political instability, and inadequate healthcare services, which may impact children's academic performance in home economics. Joe Project Store (2018) suggests that the term Home

Economics often evokes stereotypical images of girls engaged in sewing and cooking, which has contributed to a perception of this field as fundamentally narrow, uninteresting, and socially conservative. Home economics has frequently been perceived as a mechanism to confine women to domestic roles, an interpretation that neglects its significant and varied contributions. Home economics serves as a fundamental pre-vocational subject within the junior secondary education framework in Nigeria. Students' academic performance in home economics is influenced by factors including negative attitudes towards the subject, academic aptitude, historical and current performance, lack of effort, and inadequate motivation. The qualifications and experience of educators are significant factors influencing academic performance in home economics.

The researcher identified several factors contributing to students' poor academic performance in Home Economics: insufficient funding, inadequate teaching experience among educators, absence of teaching aids or instructional materials, lack of qualified teachers, and unavailability of current textbooks in the subject. Home economics education subjects should attract numerous students due to their significant importance; however, the opposite has occurred. This is likely due to the perception that it does not necessitate specialized training. Many individuals are unaware of the significance of Home Economics, failing to recognize that engaging in this field can provide both male and female students with the skills necessary to address various challenges.

A 2023 study indicated that students from low-conflict, two-parent households demonstrated superior academic performance in home economics compared to their peers from single-parent or high-conflict households (Mahmood & Sangeetha, 2023). Furthermore, while family structure holds significance, the quality of relationships and emotional stability within the home plays a more critical role in determining children's academic outcomes, as noted by Roman, et al. (2024).

Parental involvement is a well-established predictor of academic success. Increased parental involvement in children's education, including homework assistance, participation in school events, and fostering a positive attitude towards learning, correlates with improved student outcomes. Recent research indicates that both the quantity and quality of parental involvement are significant factors. Another study indicates that involving parents with significant expectations and emotional support correlates with improved grades and enhanced motivation. The report established that parental involvement in education fosters positive study habits, attendance, and assertiveness in students (Henderson & Mapp, 2022).

The emotional well-being or mental health of family members significantly influences the academic performance of students in home economics. Children exposed to stressful conditions, such as witnessing domestic violence, observing a parent's substance abuse struggles, or enduring family financial hardship, face a heightened risk for developing anxiety, depression, and other mental disorders. These conditions may impair concentration, memory, and motivation for learning. Recent data from the National Institute of Mental Health 2024 survey indicates that students experiencing high levels of family-related stress are twice as likely to encounter academic difficulties compared to their peers from stable, supportive family environments. The survey highlighted the protective role of effective family communication and emotional support in mitigating stress-related academic issues (NIMH, 2024).

Socioeconomic status is a significant factor connecting family well-being to students' academic performance. Families with high socioeconomic status have increased access to superior educational institutions, private tutoring, and extracurricular activities, which enhance students'

academic performance in home economics. Conversely, students from low-income families often encounter challenges such as nutritional deficiencies, insufficient study materials, and restricted access to technology. Family expectations and cultural background significantly influence student performance in home economics. High parental expectations can drive students to exert greater effort, whereas insufficient expectations may lead to subpar performance. Cultural values regarding education significantly impact students' perceptions of learning and their academic abilities.

A 2024 meta-analysis published in the review of educational research examined the impact of parental expectations across various cultural groups. This analysis indicates that students from cultural groups that prioritize academic success, particularly East Asian communities, tend to perform better academically. The meta-analysis indicates that excessive parental expectations can create pressure and result in burnout; therefore, appropriate goal-setting for academic achievement is essential (Chao, Chiu, Tsai, Lin, Yang, Ho, Hsu, & Chen, 2024). Improving academic performance in home economics requires a multifaceted approach to family well-being. Interventions will focus on alleviating family stress, enhancing mental health, and fostering parental engagement in education. This may encompass resources from schools and communities, such as parenting workshops, mental health services, and after-school programs. In 2023, the U.S. Department of Education launched the program "Families and Schools Together," aimed at enhancing home-school relations through family counselling, educational workshops, and financial support for low-income families. The initial results of this program indicate improvements in student performance and home economic conditions; thus, considering family-related factors is crucial for the development of education policy.

Counsellors should consider involving intact families in the provision of counselling services, rather than focusing solely on an individual client (Famodu, 2023). Family dynamics are enhanced, potentially leading to improved academic performance in Home Economics for children. Research indicates that children from stable, well-functioning families exhibit superior performance in home economics. Bamidele et al. (2023) indicate that parental involvement and a supportive family environment significantly enhance children's academic performance in home economics. The findings are pertinent to Nigeria's socio-economic context, indicating a growing necessity for policies aimed at enhancing family well-being.

The academic performance of students in home economics is significantly associated with family well-being. The concept encompasses emotional support, the parent's socioeconomic status, parenting style, and the overall home environment. In Nigeria, characterized by diverse cultures, economies, and social contexts, the family significantly influences the formal education of children and adolescents. However, the specific mechanisms through which family well-being affects the academic performance of students in home economics at the upper-basic school level remain underexplored, particularly within the Nigerian context. Parental financial stress is associated with significant challenges regarding children's academic concerns.

A report from the National Institute of Child Health and Human Development in 2024 indicated that financial burdens at home contribute to behavioural issues in children and negatively impact their performance in basic home economics. This was related to the spill over effect of parental stress on family dynamics and child-rearing practices. The findings suggest that addressing parents' financial issues may enhance family harmony and subsequently improve students' academic performance. Socioeconomic status, frequently influenced by parental financial circumstances, significantly affects the quality of education that children receive. Higher-income families typically reside in regions with adequately funded schools, resulting in smaller class sizes and better-trained educators, which facilitates the provision of advanced curricula. Conversely, children from low-income backgrounds are more prone to enrol in schools that lack resources, offer fewer extracurricular activities, and provide limited academic support. A 2022 study by the Brookings Institution indicated that inequitable school funding in the U.S. frequently arises from the dependence on local property taxes, which finance quality schools predominantly in affluent neighbourhoods. The study indicated that schools in high-income areas exhibited higher test scores and graduation rates than those in lower-income regions, highlighting the necessity of addressing funding inequities to improve educational outcomes for students from disadvantaged backgrounds.

Objectives

The study examined influence of socioeconomic factors as determinants of academic performance in home economics in Delta State

The specific objectives are:

1. to identify the relationship between parents' financial well-being, family well-being and the academic performance in home economics of students in upper-basic schools.
2. to assess influence of family well-being on the academic performance in home economics of students in upper-basic schools.
3. to determine the combined relationship between parents' financial well-being and academic performance in home economics of students in upper-basic schools.

Hypotheses

1. There is no significant correlation among parents' financial well-being, family well-being and academic performance in home economics of students in upper-basic schools in Delta State, Nigeria.
2. There is no significant relationship between family well-being and the academic performance in home economics of students in upper-basic schools in Nigeria.
3. There is no significant relationship between parents' financial well-being status and academic performance in home economics of students in upper-basic schools in Nigeria.

DESIGN

Quantitative data were collected through structured questionnaires to assess parents' financial well-being, and family well-being on the academic performance in home economics of students in upper-basic schools.

Population and Sampling Technique

The targeted population includes all the secondary school's students in Delta State, Nigeria. The

study's sample comprises 200 public junior secondary school (JSS2) students from nine co-educational secondary schools in Delta State, Nigeria, each of which has a distinct socioeconomic and financial context. Three schools were randomly selected from each of the three senatorial districts in Delta State. Males comprised 86 students, which accounted for 43.0% of the total respondents, while females comprised 114 students, which accounted for 57.0% of the total respondents. This implies that the majority of the study's samples consisted of female junior secondary school pupils. The study employed stratified random sampling and purposive sampling to guarantee that the sample selected satisfies the study's requirements. The income brackets of respondents' parents were categorized into three groups. Those whose parents earned less than N100,000 per month were the first to represent low-income respondents. The second were middle-income respondents, whose parents earned between N100,000 and N500,000 per month. The third were high-income respondents, represented by parents with an income exceeding N500,000 per month. Additionally, most respondents, 85.5%, were below N100,000, with 10.5% of respondents falling within the N100,000-500,000 category and only 4.0% falling within the N500,000 category. In terms of the fathers of the respondents, 26.5% were artisans, 19.0% were traders, 11.5% were professionals (e.g., engineers, bankers, accountants, doctors, pharmacists, teachers, etc.), 3.0% were religious leaders (e.g., clergymen, pastors, imams), 7.5% were entrepreneurs, 11.0% were civil servants (e.g., professional or paraprofessional workers in government ministries, departments, and agencies [MDAs]), 8.5% were public servants (e.g., officers in the armed forces, military, or paramilitary), 10.0% were farmers, and 3.0% had no occupation. Thus, the vast majority of the respondents' fathers were artisans.

Research Instruments

Academic performance in home economics was measured using the two core subjects of mathematics and English consisting of 50 multiple-test items. The test questions covered the scheme of work for JSS 2. Kuder Richardson's formula (21) was used to estimate the instrument's reliability. A coefficient r of 0.77 was obtained. A self-administered questionnaire was used to collect quantitative data on family well-being, and financial well-being of students in upper-basic schools. An adapted Family Well-being Scale (FWS) 15-item, and Financial Well-Being Scale (FNWS) 10-item structured questionnaire. The reliability was statistically calculated using Cronbach's Alpha, the results obtained were 0.94 for "FWS", 0.88 for "FNWS" and 0.90 for "MRS" at the 0.05 level of significance. These results indicated that the instrument was reliable.

Data Analysis

We employed Pearson Product Moment Correlation Statistics and Regression Statistics to evaluate the hypotheses. This involved categorizing the responses and tallying the number of responses in each category. The stated hypotheses were tested at a 0.05 level of significance using Pearson Product Moment Correlation Statistics, an inferential statistical instrument.

RESULTS

Hypothesis One: There is no significant correlation among family well-being, parents' financial well-being and academic performance in home economics of students in upper-basic schools of the participants.

Table 1: Regression Model Summary Indicating the Combined Relationship of Family Well-being and Financial well-being on Academic performance in home economics of students in upper-basic schools of Adolescents.

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.358	0.128	0.119	13.97829

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Regression	5670.550	2	2835.275	16.506	.000	Sig.
Residual	38494.330	197	195.402			
Total	44162.880	199				

Dependent Variable: academic performance in home economics of students in upper-basic schools **Predictors:** (Constant), family well-being and financial well-being.

Table 1 shows the combined influence of family well-being and financial well-being on the academic performance in home economics of students in upper-basic schools among junior secondary school students. The regression model summary indicated that family well-being and financial well-being have a statistically significant combined influence on the academic performance in home economics of students in upper-basic schools, $F_{(2, 197)} = 16.506$; $p < 0.05$). The R -value of 0.358 showed that the coefficient of multiple regression indicates that the combined relationship of family well-being and financial well-being have a statistically significant combined influence on academic performance in home economics of students in upper-basic schools was moderate. The R^2 adjusted value of .119 indicated that 11.20% of the variance in academic performance in home economics of students in upper-basic schools was as a result of the combined influence of family well-being and financial well-being. Thus, the null hypothesis was rejected.

Hypothesis Two: There is no significant relationship between family well-being and the academic performance in home economics of students in upper-basic schools in Nigeria.

Table 2: Relationship Between Family Well-being and Academic performance in home economics of students in upper-basic schools

Variables	N	Mean	Std. Deviation	df	r	p	Sig.
Family well-being	200	34.83	11.048	198	0.311**	0.000	Significant
academic performance in home economics	200	23.34	15.898				

Note. **. Correlation is significant at the 0.01 level (2-tailed).

Results presented in Table 2 shows the Pearson's r correlation coefficient of the relationship between family well-being and the academic performance in home economics of students in upper-basic schools in secondary schools. The correlation coefficient between the two variables at 198 degrees of freedom was statistically significant at 0.05 alpha levels. This means that there was a significant relationship between family well-being and the academic performance in home economics of students in upper-basic schools in secondary schools ($r = 0.31$, $p < 0.05$). Thus, null hypothesis two was rejected.

Hypothesis Three: There is no significant relationship between parents' financial well-being status and the academic performance in home economics of students in upper-basic schools in Nigeria.

Table 3: Relationship between Parents' Financial Well-being Status and Academic performance in home economics of students in upper-basic schools

Variables	N	Mean	Std. Deviation	Df	r	p	Sig.
Financial Well-being	200	35.92	12.247	198	0.327**	0.000	Significant
Academic performance in home economics	200	23.34	15.897				

Note. **. Correlation is significant at the 0.01 level (2-tailed).

Results presented in Table 3 showed the Pearson's r correlation coefficient of the relationship between parents' financial well-being status and the academic performance in home economics of students in upper-basic schools in secondary schools. The correlation coefficient between the two variables at 198 degrees of freedom was statistically significant at 0.05 alpha levels. This means that there was a significant relationship between parents' financial well-being status and the academic performance in home economics of students in upper-basic schools ($r = .33, p < 0.05$). Thus, null hypothesis three was rejected.

DISCUSSION

The results of the study indicated that family well-being was composed of family support and involvement, quality of parental relationship, family bond and structure, single parenting, family conflicts, and family discipline.

The study observed a statistically significant relationship between academic performance in Home economics students' performance in upper-basic schools in Nigeria in relation to family well-being and parents' financial well-being, $F(2, 197) = 14.506, p < 0.05$. That means family well-being and financial status are jointly significant in determining the academic performance in home economics abilities among adolescents in Nigeria. It therefore portrays that appropriate family well-being accompanied by at least satisfactory financial status may favorably affect the adolescents' academic performance in home economics. This may therefore, mean that adolescents in Nigeria who grow up in the auspices of families with better financial status and well-being will be able to develop better levels of academic performance in home economics. As such, this corroborates previous studies showing that supportive family settings are bound to provide children with better behavioral and cognitive outcomes. This finding by the study confirms earlier similar research that emphasized the role of family support, coupled with financial stability, in encouraging the formal education of an individual (Alam et al., 2023). In the present study, the family wellbeing showed a positive relation with the academic performance in home economics among the upper-basic school students in Nigeria, $r = 0.31, p < 0.05$.

This finding further underlines the influence of family well-being on the academic performance in home economics abilities among adolescents. It means a fair positive relation, which implies that better family well-being leads to better academic performance of adolescents in home economics.

It affirms that a whole family setting, in which emotional support, communication, and mutual respect play a very important role in the academic achievement of adolescents. In that respect, the family plays a very significant role in findings observed in other contexts where a stable family environment is related to positive development in juveniles. A supportive family environment, embedded with good relationships, effective communication, and emotional support, can foster the academic success of adolescents. This finding confirms the earlier studies which established family functioning as one of the factors that determine the academic performance of the youth in home economics skills (Chukwu & Chiemeka (2019). Lastly, the study established the extent to which parents' financial well-being status prevails in relation to students' home economics academic performance in upper-basic schools in Nigeria at $r = 0.33; p < 0.05$.

This therefore suggests that parents' financial stability has a direct effect on adolescents' academic performance in the various skill areas of home economics. Families with financial capability may feel better performances in home economics for the young through exposure to education, extracurricular activities, among other meaningful experiences. Most probably, financial well-

being gives adolescents access to quality educational resources, extra-curricular activities, and a stress-free home environment-all of which would add up to better home economics abilities. This is in agreement with literature that suggests economic stability as one of the critical underpinnings necessary in the cognitive-affective development of children (Nja, et al., 2022). This supports that socio-economic status could be a determinant factor in the academic performance of students in Home Economics in upper-basic schools and calls for the addressing of inequalities and support for families from different economic classes. Economic well-being determines, to a large extent, access to basic resources for education, proper nutrition, and health, all integral in cognitive development and learning.

Children from poor families may go to bed hungry and lack appropriate health care, conditions that lead to health complications that further impede learning. For example, poor nutrition compromises cognitive skills such as memory and attentiveness. A 2023 international study reported that students who frequently experienced hunger performed worse in mathematics compared to their food-secure peers, even after adjusting for socioeconomic background (Zhou et al., 2023). Similarly, research from Ghana found that food insecurity was associated with lower mathematics achievement as well as diminished self-efficacy, reduced school commitment, and lower aspirations for higher education (Abizari et al., 2023). Such findings highlight the importance of policies that strengthen family financial stability to remove barriers to effective schooling. One promising approach is the provision of financial management education to parents. Financial literacy programs can improve families' ability to manage resources, reduce debt, and allocate funds toward children's educational needs. For example, the Consumer Financial Protection Bureau (CFPB) developed the *Your Money, Your Goals* toolkit, a financial education program that offers workshops on budgeting, savings, and debt management for low-income households (Consumer Financial Protection Bureau, 2024). Implementing such initiatives among parents may contribute to improved performance in Home Economics and other school subjects by addressing underlying financial constraints. Early returns for the program have shown that families involved with this program reported decreased financial stress and were more likely to invest in educational activities for their children, thereby improving academic results. Addressing systemic inequities in the financial burdens that create and perpetuate financial hardship is central to any long-term improvement in academic performance in home economics. This, of course, means that policymakers and educational institutions must try to reduce inequities in school funding and expand affordable healthcare and social safety nets that protect families at the very lowest levels of income. School meals, access to healthcare, and extracurricular activities could be provided free or at drastically reduced costs, which would level the playing field for students coming from low-income backgrounds. In 2023, the U.S. Department of Education proposed a scheme to inject more funding into schools with the highest percentage of students in poverty, which it said may reduce the achievement gap by infusing resources into teacher training and professional development, special education, and school facilities. Early reports suggest modest improvements in academic performance in home economics associated with such investments, particularly in historically underfunded districts. (U.S. Department of Education, 2023).

CONCLUSION

The study focused on the primacy of family well-being in the children's academic performance at home economics.

This study shows family well-being or the parents' financial status is the most significant determinant factor in the academic performance of adolescents in Nigeria about home economics. Family dynamics play an important role in shaping students' academic performance in home economics, including emotional and social support. A supportive family provides an enabling environment wherein formal education can be consistently supported. Financial stability further complements this by affording the families the means to provide experiences that cultivate positive development. This research has given a foundation from which other explorations about family well-being, in terms of academic performance in home economics, could be based, underlining that financial well-being of parents does impinge on children's academic performance in home economics. It affects everything from access to quality educational resources and higher-quality schools to family stress and nutrition.

More research that is recent ascertains the need for stringent strategies that would address the financial needs of the family to give an appropriate response that will help raise the standards of education. Financially oriented policies that minimize socioeconomic inequality provide each child with an equal opportunity to be successful academically. These findings have important implications for interventions targeting improved academic performance in home economics of students in upper-basic schools. Interventions should consider the emotional and financial stability of the family unit.

Addressing one without the other has the potential to undermine holistic academic performance in home economics capacities in adolescents. Therefore, policies that support family welfare and financial stability will have a trickling effect of ensuring better academic performance in home economics among the younger generation.

RECOMMENDATIONS

Better family well-being in Nigeria may help upper-basic school kids improve their home economics performance:

The government and NGOs should educate parents, especially low-income ones, about finances. Such classes can teach them budgeting, debt management, and saving, improving family financial security. Schools can engage with financial institutions to offer programs and materials to help parents manage their finances, indirectly helping children's education.

Policymakers should increase federal and state spending in low-income districts to equalize school funding. Permitting disadvantaged schools to have the same resources, such as well-trained instructors, extracurricular programs, and contemporary buildings, could help close the achievement gap. Programs that give additional cash depending on student needs might balance educational options.

Economic hardship might hurt home economic performance, but free or subsidized school meals and healthcare can aid. Schools may help children overcome food insecurity and untreated ailments and equip them physically and emotionally for learning through nutrition and health

programs. To address children's basic requirements, governments and non-profits must extend these activities.

Unemployment benefits, housing aid, and child tax credits might help many families. If they are financially stable, parents can help their kids get an education. Providing such support creates a more stable, learning-friendly family.

Schools should offer flexible parent-teacher meetings, materials for home learning, and inclusive school events. Engagement and support for education can change the lives of poorer people. They might help school parents stay aware and involved despite cost or time constraints via online tools.

Progressive taxes, higher minimum salaries, and job creation in poor areas can lessen economic inequality. Such programs may help disadvantaged families afford education and keep their children in school. Fair wealth distribution policies for economic growth may also improve home economics academic performance.

Affordable childcare and after-school programs would help parents to improve their finances without compromising their children's education. Subsidized daycare and after-school programs with homework help and other extracurricular will give low-income children an academic boost. Schools and community centres should offer mental health services for parents and children. This should target financially stressed families.

Counselling, stress management programs, and support groups can reduce the negative consequences of financial worries on family ties. Thus, stakeholders should use the recommendations to create a more supportive and fair education system that does not limit children's academic potential due to economic constraints.

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