Journal of Social Knowledge Education (JSKE)
Vol. 7, No. 3, May 2026, pp. 308~318
ISSN: 2722-046X, DOI: 10.37251/jske.v7i3.3241

The Influence of Parental Socioeconomic Status and Educational Attainment on Students' Motivation to Pursue Upper Secondary Education

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Article Info

Article history:

Received Mar 23, 2026
Revised Apr 27, 2026
Accepted May 26, 2026
Online First May 30, 2026

Keywords:

Education Level
Educational Sustainability
Higher Secondary Education
Social Status
Student Motivation

ABSTRACT

Purpose of the study: This study aims to analyze the influence of parental socioeconomic status and parental education level on students' motivation to continue their education to senior high school level in Lagos, Nigeria, both partially and simultaneously, in order to understand family factors that influence students' educational sustainability.

Methodology: This study employed a quantitative approach with a descriptive-correlational design. The sampling technique used simple random sampling of 36 parents in Lagos, Nigeria. Data collection was conducted through questionnaires, observations, structured interviews, and documentation. Data analysis used multiple linear regression with the assistance of IBM SPSS Statistics 21 software, including tests for normality, linearity, multicollinearity, heterogeneity, and autocorrelation.

Main Findings: The results of the study indicate that parental economic status and parental education level simultaneously significantly influence students' motivation to continue their education to high school. Parental education level has the most dominant influence compared to economic status. The coefficient of determination value of 0.994 indicates that both variables are able to explain 99.4% of the variation in students' motivation to continue their education.

Novelty/Originality of this study: The novelty of this study lies in its integrated analysis of the influence of socioeconomic status and parental education level on students' motivation to pursue higher secondary education in an urban Nigerian context. This study provides new insights into the dominance of parental education over economic factors in shaping students' educational motivation.

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1. INTRODUCTION

Education is a key factor in determining the quality of a country's human resources [1], [2]. Through education, individuals acquire the knowledge, skills, and values necessary to face life's challenges. High school education is a crucial stage in preparing students for higher education and the world of work [3], [4]. The decision to continue their education to high school is often influenced by various internal and external factors. One

significant external factor is family circumstances, particularly the economic background and education level of parents [5], [6].

Families play a central role in shaping children's motivation to learn from an early age through adolescence. Parents serve not only as providers of material needs but also as sources of moral and social support for their children's educational development [7], [8]. A family's economic situation determines their ability to provide learning facilities, educational costs, and access to additional learning resources [9], [10]. Meanwhile, parents' education levels influence their mindset and awareness of the importance of education for their children's future [11], [12]. The combination of these two factors can influence a child's motivation to continue their education to a higher level.

Parents' socioeconomic status is often linked to their children's educational opportunities [13], [14]. Families with better economic status tend to be able to optimally meet educational needs, from school fees to learning support facilities [13], [15]. Conversely, economic constraints can be a barrier for children to continue their education, even if they have good academic potential [16], [17]. This situation can create doubt and reduce children's motivation to continue their education to high school. Therefore, a family's economic situation is a factor that needs to be considered in educational studies.

In addition to economic factors, parental education level is also an important indicator in supporting the sustainability of a child's education [18], [19]. Parents with a higher level of education generally understand the long-term benefits of education better [20], [21]. They tend to provide more intensive encouragement, guidance, and supervision of their children's learning. Conversely, parents with a lower level of education may have limited opportunities to provide academic support and educational motivation [22], [23]. This suggests that parental education level can influence how they shape their children's educational aspirations.

Various previous studies have discussed the relationship between family economic conditions and the continuation of children's education, as well as the influence of parental education on student academic achievement [24], [25]. However, most of these studies tend to examine these two variables separately. Limited research simultaneously analyzes the influence of parental economic conditions and parental education level on children's motivation to continue their education to high school. Furthermore, previous research has shown varying findings depending on regional characteristics and social conditions. This research gap highlights the need for more comprehensive studies to gain a deeper understanding.

The novelty of this research lies in its integrated analysis of the influence of parental economic conditions and parental education level on children's motivation to continue their education to high school. This research is important because motivation to continue education is a primary factor determining successful access to secondary education. In the context of the increasing need for an educated workforce, low student motivation to continue their education can impact the quality of future human resources [26], [27]. This research also has practical urgency as a basis for schools and the government in designing policies to increase participation in secondary education. Therefore, the research findings are expected to provide both theoretical and practical contributions to the development of education policy.

Based on this description, in-depth research is needed on family factors that influence children's motivation to continue their education. Understanding economic factors and parental education levels will help identify barriers and opportunities to increasing participation in secondary education. A joint analysis of these two variables is expected to provide a more comprehensive picture of the influence of the family environment on children's educational decisions. This information is highly relevant in efforts to raise educational awareness among the public. Therefore, the primary objective of this study is to determine the joint influence of parental economic factors and parental education levels on children's motivation to continue their education to high school.

2. RESEARCH METHOD

2.1. Research Design

The research employed a quantitative research design, which is commonly used to investigate relationships among variables through statistical analysis of numerical data [28], [29]. This approach allows researchers to obtain objective measurements and generate findings that can be empirically tested. It was considered appropriate for this study because the research sought to examine the extent to which parental socioeconomic status and educational attainment influence students' motivation to continue to upper secondary education. The use of numerical data also facilitates accurate comparison and systematic interpretation of the relationships among the variables.

In addition, this study adopted a descriptive-correlational design. This design aims to describe the characteristics of the variables while simultaneously examining the nature and strength of their relationships. Through this approach, the study assessed whether significant associations exist between parental economic background, parental educational attainment, and students' motivation to pursue upper secondary education [30], [31]. The descriptive component provided a detailed profile of respondents and their family backgrounds, while

the correlational aspect measured the degree of influence among the variables. This design was chosen because it is well suited to addressing the objectives of the study.

The research was specifically conducted in Lagos, one of the largest metropolitan areas in Nigeria and a representative urban setting in a developing country. Lagos was selected because of its significant socioeconomic diversity, ranging from low-income to high-income households, which provides a relevant context for examining educational motivation among students. As a rapidly developing city, Lagos faces ongoing challenges related to educational access, family income disparities, and unequal opportunities for academic advancement. These conditions make it an appropriate location for investigating how parental socioeconomic and educational factors shape students' aspirations for upper secondary education. Therefore, the combination of quantitative methods and descriptive-correlational analysis was considered suitable for achieving the objectives of this research.

2.2. Population and Sampling Techniques

The population of this study was all parents residing in Lagos, Nigeria, who have children aged 16–18 who are in the decision-making stage of continuing their education to high school. This age group was selected because it represents a crucial transition period in determining the continuation of formal education to a higher level. Parents were selected as research subjects because their economic status and education level are the primary independent variables in this study [32]. Parental background significantly influences children's educational motivation. Therefore, this population was deemed relevant to address the research objectives.

This study used a simple random sampling technique, which randomly selects each member of the population so that each member of the population has an equal chance of being selected as a respondent. This technique was chosen to minimize bias in respondent selection. The population identified for this study was 120 parents who met the research criteria in several selected districts in Lagos. Based on sampling guidelines for quantitative research, the researchers selected 30% of the total population, resulting in a sample of 36 parents. This sample size was deemed representative enough to analyze the influence of economic status and parental education level on children's motivation to continue their education to high school.

2.3. Data Collection Methods

To obtain objective and valid data, this study employed a questionnaire as the primary data collection technique. The questionnaire was administered to respondents, who were parents in Lagos, Nigeria, with children aged 16–18. The instrument used was a closed-ended question with pre-defined answer options to measure the parents' economic situation, their education level, and their children's motivation to continue their education to high school [33]. The questionnaire was chosen because it facilitated the process of collecting large amounts of data and supported systematic statistical analysis. In addition to the questionnaire, this study also employed documentation methods to obtain relevant supporting data. Documentation was conducted by collecting various official documents, such as population data, education statistics, and socio-economic reports from the community in the study area. This documentation data was used to provide an overview of the social and educational conditions in Lagos. This information served to strengthen the analysis obtained from the questionnaire data. This study also employed observation and interview methods as complements. Observations were conducted to directly observe the educational and social conditions of respondents, while structured interviews were conducted with selected parents to obtain more in-depth information regarding their views on children's education. These two methods were used to clarify the quantitative findings obtained from the questionnaire. By combining these methods, the data obtained is expected to be more comprehensive and accurate.

2.4. Research Instruments

The instrument grid used in this study can be seen in Table 1.

Table 1. Research Instrument Grid

No.	Operational Definition of Variables	Indicator
1.	Parents' Economic Influence (X1)	Parents' occupation
2.	Parents' Education Level (X2)	Parents' education
3.	Motivating Children to Continue Their Education to High School Level	• Desire to continue education • Self-development • Independent choice • Responsibility • Environment

2.5. Data Analysis Techniques

The data analysis techniques used in this study were used to empirically test the relationships between variables and answer the research hypotheses. Data analysis was conducted systematically to obtain a factual

picture of the influence of parental economic status and parental education level on children's motivation to continue their education to high school [30], [34]. The analysis process aimed to present research findings objectively based on data obtained in the field. Thus, the results of the analysis were expected to provide an accurate explanation of the relationships between the research variables. All collected data were first coded, tabulated, and tested for data feasibility before further analysis.

This study employed multiple linear regression analysis because it involved one dependent variable, namely children's motivation to continue their education to high school (Y), and two independent variables, namely parental economic status (X_1) and parental education level (X_2). Multiple linear regression analysis was used to determine the magnitude of the influence of each independent variable, as well as the simultaneous influence of both on the dependent variable. The regression equation model used in this study is formulated as follows: $Y = a + b_1X_1 + b_2X_2 + e$, where Y is the dependent variable, a is a constant, b_1 and b_2 are regression coefficients, X_1 is parental economic status, X_2 is parental education level, and e is the error term. Using this model allows researchers to identify the direction and strength of the relationship between variables.

The entire data analysis process was conducted using IBM SPSS Statistics software to ensure the accuracy of the statistical calculations. Testing was carried out using a simultaneous regression test (F test) to determine the effect of the two independent variables together, and a partial test (t test) to examine the effect of each variable individually. Furthermore, the coefficient of determination (R^2) was used to measure the contribution of the independent variables in explaining variations in children's motivation. The results of the analysis were then interpreted based on a predetermined significance level. Through this analysis technique, the study is expected to provide valid conclusions regarding the influence of parental economic status and education level on children's motivation to continue their education in Lagos, Nigeria.

3. RESULTS AND DISCUSSION

3.1. Normality Test

The data normality test is a prerequisite for analysis before hypothesis testing. The analysis used in this study requires that the variable data be normally distributed or nearly so. The results of the normality test calculation yield the following data:

Table 2. Normality Test Results
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parents' Economic Level	.086	20	.200*	.964	20	.126
Parents' Education Level	.103	20	.200*	.982	20	.629
Child's Motivation	.196	20	.000	.919	20	.002

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance

From the table above, it can be concluded that the sig. value is greater than 0.05, thus, the distribution of the research data is normally distributed. The output above shows that the data on parents' economic level has a significance value of 0.200, and the data on parents' education level is 0.200. Because the significance value is greater than 0.05, the data for both variables is declared normally distributed.

3.2. Linearity Test

The linearity test aims to determine whether two variables subjected to correlational analysis procedures exhibit a linear relationship. The calculation yields the following linearity test data:

Table 3. Linearity Test Results
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Student Motivation*Parents' Economic Level	Between Groups (Combined)	704.187	16	44.012	0.784	0.691
	Linearity	144.008	1	144.008	2.566	0.000
	Deviation from Linearity	560.179	15	37.345	0.665	0.798
	Within Groups	1852.133	33	56.125		
	Total	2556.320	49			

Based on the table above, the data can be declared linear if the significance of the linearity is less than 0.05. It is known that the significance of the linearity is 0.000. Because the significance is less than 0.05, the relationship between the two variables is declared linear. Thus, it has met the requirements for product moment analysis. As stated in the previous chapter, one of the data collection techniques used in this study is by using a questionnaire distributed to respondents. After obtaining the data based on the results of the questionnaire, it is then described by creating tabulations and making the process of converting data from the data collection instrument (questionnaire) into numerical tables.

3.3. Multicollinearity Test

Multicollinearity is a condition where one or more independent variables are correlated (relationship) with other independent variables in a regression model. This problem also arises when the independent variables are correlated with the confounding variables. One way to detect the presence or absence of multicollinearity is by using the Klein method. According to R.L. Klein, multicollinearity only becomes a problem if its degree is higher than the correlation between all variables simultaneously. The Klein method is by comparing the r^2 value of X1, X2, X3, X4,...Xn with the R^2 (Adjusted R Square) value. If $R^2 > r^2$ then there is no symptom of multicollinearity and if R2 < r2 then there is a symptom of multicollinearity. By using the correlation matrix method in the SPSS 21 program, the "r" value is known as follows:

Table 4. Multicollinearity Test Results

Correlations

Variable	Statistics	Parents' Economic Level	Parental Education Level	Student Motivation
Parents' Economic Level	Pearson Correlation	1	0.863**	0.997**
	Sig. (2-tailed)		0.000	0.000
	N	20	20	20
Parental Education Level	Pearson Correlation	0.863**	1	0.205
	Sig. (2-tailed)	0.000		0.000
	N	20	20	20
Student Motivation	Pearson Correlation	0.997**	0.853**	1
	Sig. (2-tailed)	0.000	0.000	
	N	20	20	20

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

Table 5. Multicollinearity Test Results

R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
0.994	0.993	0.750	0.994	5196.006	1	18	0.000	1.825

From the calculation results above, it can be seen that the r value of the economic level of parents with the level of education of parents is 0.994 so that the r2 value is 0.988, and this value is certainly smaller than the R2 value of 0.994. This means that R2 > r means there are no symptoms of multicollinearity.

3.4. Heterogyny Test

To determine whether there is heterogeneity in the results of this study, the results of the SPSS program data processing were used, namely a scatter plot with the following requirements:

a. If the distribution of points on the scatter plot graph is around the number 0 (zero) then it is declared not heterogeneous. If the distribution of points on the scatter plot graph is spread out or not around the number 0 (zero), then it is declared heterogeneous.
b. From the results of data processing using the SPSS 21 program, the scatter plot results are as follows:

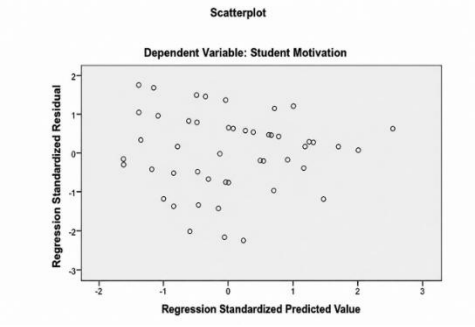

Figure 1. Scatter Plot Pattern

Thus, looking at the graph above, it can be seen that the points on the scatterplot graph are around the number zero. It can be stated that the variables of parental economic level, parental education level, and student motivation are homogeneous. This means that the independent variables are not heterogeneous.

3.5. Autocorrelation Test

The autocorrelation test is used to determine whether the regression model used contains autocorrelation symptoms or not. The first thing to do is determine the critical values of dL and dU based on the number of observations and the number of independent variables. If Ho is accepted (either positive or negative), then there is no autocorrelation problem. Testing for the presence or absence of autocorrelation uses the Durbin Watson test, namely the calculated Durbin Watson (DW) compared with the Durbin Watson (DW) table value, at degrees of freedom (N-k-1) and a certain level of significance.

Table 6. Autocorrelation Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.282[a]	.079	.040	.776	1.803

a. Predictors: (Constant), Parental education level, Parental economic level
b. Dependent Variable: Student motivation

Thus, from the results of data processing using the SPSS 21 program, the Durbin Watson (DW) value is 1.825. When compared with Durbin Watson (DW), dL and dU at a significant level of 5% (N = 20, k = 2) are 1.463 and 1.628. This means that the Durbin Watson (DW) value is dU < d < 4-dU or is in an area where there is no autocorrelation so that it can be stated that this study is free from autocorrelation.

3.6. Hypothesis Testing

After using computer calculations using the SPSS 21 program on data obtained from the field, the following data was obtained:

Table 7. Coefficients from Data Processing Results with SPSS 21 Program

Coefficients[a]

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	0.235	0.761		0.309	0.759
Parents' economic level	0.049	0.027	0.046	3.810	0.080
Parents' education level	0.942	0.025	0.957	6.334	0.000

a. Dependent Variable: Student Motivation

Based on the data in the table above, the regression equation is $Y = 0.235 + 0.049X_1 + 0.942X_2$, where the numbers in parentheses indicate the calculated t-value for each independent variable. This regression equation describes the relationship between parental economic level (X_1) and parental education level (X_2) on student motivation (Y) to continue their education to the senior high school level in Lagos, Nigeria. The model shows that both independent variables have a positive influence on the dependent variable. Thus, an increase in one or both independent variables will be followed by an increase in student motivation. These results indicate a significant relationship between family conditions and children's educational sustainability.

The constant value of 0.235 indicates that if parental economic level and parental education level are assumed to be zero or constant, then the student's basic motivation to continue their education is 0.235. The regression coefficient of the parental economic level variable is 0.049, indicating that every one-unit increase in the parental economic level will increase student motivation by 0.049, assuming other variables remain constant

(ceteris paribus). Meanwhile, the regression coefficient of the parental education level variable is 0.942, indicating that every one-unit increase in the parental education level will increase student motivation by 0.942, assuming other variables remain constant. The large value of the coefficient indicates that the parental education level has a stronger influence than the parental economic level. This confirms that the parents' educational background plays a more dominant role in encouraging children's motivation to continue their education to a higher level. From computer calculations using the SPSS 21 program, the following data was obtained:

Table 8. Coefficients from Data Processing Results

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	.235	.761	–	.309	.759
Parents' economic level	.049	.027	.046	3.810	.080
Parents' education level	.942	.025	.957	6.334	.000

a. Dependent Variable: Student Motivation

Based on the regression coefficient table, it is obtained that the variable of parents' economic level has a regression coefficient value of 0.049 with a significance value of 0.080 (> 0.05), so this variable does not have a significant effect on the dependent variable. Meanwhile, the level of parental education has a regression coefficient of 0.942 with a significance value of 0.000 (< 0.05), which indicates that the level of parental education has a positive and significant effect on the dependent variable. The standardized beta coefficient value of 0.957 also indicates that the level of parental education is the variable that has the strongest influence in the regression model. In addition, the constant of 0.235 indicates that when all independent variables are fixed or zero, the value of the dependent variable is estimated at 0.235.

Table 9. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2919.742	1	2919.742	5196.006	.000
Residual	18.543	32	.562		
Total	2938.286	33			

At a 5% significance level with 17 degrees of freedom, the F-value is 3.20. The calculated F-value is 5.196. Because the calculated F-value is greater than the F-value (5.196 > 3.20), Ho is rejected and Ha is accepted, indicating that the independent variables collectively have a significant effect on the dependent variable. The independent variables, namely parental economic level and parental education level, collectively have a significant effect on the dependent variable, student motivation.

This test is conducted to determine or measure how much variation in the dependent variable can be explained by the independent variables. The coefficient of determination (R2) ranges from 0 to 1. The closer the coefficient of determination is to 1, the better, indicating that the independent variables contribute more to explaining the dependent variable.

Table 10. Model Summary of Results

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
.997	.994	.993	.750	.994	5196.006	1	32	.000

The results of calculations using SPSS 21 show that the R2 value is 0.994, meaning that the variation in student motivation according to the model is 99.4% explained by the variables of parental economic level and parental education level, and the remainder is explained by factors outside the analysis model.

A family's socioeconomic status plays a crucial role in shaping a child's educational orientation. Adequate economic conditions enable parents to provide various educational needs, such as learning facilities, access to information resources, a conducive learning environment, and financial support for further education. This support can foster a sense of security and confidence in students, enabling them to plan their future education more optimistically. Conversely, economic limitations often lead to psychological stress and barriers to educational access, which can impact students' enthusiasm for continuing their education to a higher level. Therefore, a family's economic condition is not only related to financial capacity but also to a child's educational opportunities and expectations.

Beyond economic factors, parental education level is also a crucial factor in shaping a child's educational motivation. Parents with higher levels of education generally have a greater awareness of the importance of education as a means of improving their quality of life and social mobility. This awareness is reflected in their parenting styles, their attention to their child's learning process, and their encouragement to pursue higher education. Educated parents tend to be more active in providing academic guidance, assisting with educational

decision-making, and instilling the importance of education from an early age. This demonstrates the significant role the family environment plays in shaping students' educational aspirations.

In urban communities like Lagos, Nigeria, competition for educational opportunities and the demands of the workforce are increasing. This situation makes secondary education a crucial stage in preparing young people to face social and economic changes. Families that are able to provide optimal educational support will more easily foster children's motivation to learn [35], [36]. Conversely, social and economic inequality can widen the gap in educational opportunities between students. Therefore, increasing participation in secondary education requires not only individual student readiness, but also family support and social policies that support equitable access to education.

The results of this study also reinforce the view that students' educational motivation is influenced by the interaction of internal and external factors. The family, as the primary educational environment, exerts a significant influence on the formation of children's attitudes, goals, and educational expectations [37], [38]. Emotional support, attention, and good communication between parents and children can increase students' confidence in making educational choices [39], [40]. Therefore, motivation to continue education does not form instantly but develops through social experiences and ongoing family support.

The findings of this study indicate that parental socioeconomic status and educational attainment significantly influence students' motivation to pursue upper secondary education. This finding is consistent with the study conducted by Septiantoko et al., [41], which revealed that differences in parental occupational status, as an indicator of socioeconomic conditions, contribute to variations in students' learning outcomes through the provision of learning motivation and educational support. The study emphasized that parents with more stable occupations and higher social status tend to provide better learning environments, resources, and encouragement, which positively affect students' academic engagement and achievement. Similarly, the present study demonstrates that students from families with higher socioeconomic backgrounds are more likely to possess stronger educational aspirations and motivation to continue their education at the upper secondary level because they receive greater academic, financial, and emotional support from their parents.

The results also corroborate the findings of Chukwu and Tor-Anyiin [42], who found that parents' socioeconomic status significantly influences the career aspirations of senior secondary school students. Their study showed that students from families with higher socioeconomic standing tend to have broader educational and occupational aspirations due to increased access to information, educational resources, and parental guidance. In the same vein, the current study reveals that parental educational attainment plays a crucial role in shaping students' motivation to pursue higher levels of education. Parents with higher educational backgrounds generally possess greater awareness of the long-term benefits of education and are therefore more likely to encourage their children to continue their studies [43], [44]. This support fosters students' confidence and commitment to achieving their educational goals.

Collectively, these findings reinforce the argument that family socioeconomic characteristics serve as an important social and educational resource in determining students' educational motivation and aspirations. Both previous studies and the present research highlight that socioeconomic advantages not only facilitate access to educational opportunities but also cultivate positive attitudes toward learning and future educational attainment. Therefore, efforts to increase students' motivation to pursue upper secondary education should consider family socioeconomic conditions and parental educational backgrounds as critical factors influencing educational decision-making and aspirations [45], [46].

The novelty of this study lies in its integrated examination of parental socioeconomic status and parental educational attainment as simultaneous determinants of students' motivation to pursue upper secondary education. While previous studies have primarily focused on the influence of parental socioeconomic status on students' academic achievement or career aspirations, limited research has specifically investigated how these two parental characteristics interact in shaping students' motivation to continue their education to the upper secondary level. Furthermore, this study extends existing literature by emphasizing educational continuation motivation as an important educational outcome, rather than focusing solely on academic performance or career expectations. Therefore, the study provides a more comprehensive understanding of how family socioeconomic and educational backgrounds contribute to students' educational aspirations and decisions regarding further education.

This study makes an important contribution to understanding the factors influencing students' motivation to continue their education to the senior high school level. The findings indicate that socioeconomic status and parental education level are important factors in shaping students' educational motivation. These findings can inform schools, governments, and education stakeholders in designing programs that support students from disadvantaged socioeconomic backgrounds. Furthermore, this study emphasizes the importance of parental involvement in their children's education, as support provided through economic resources and educational experiences can increase students' aspirations and motivation to continue their education. Therefore, this study contributes to efforts to increase participation in secondary education and reduce disparities in educational access caused by differences in family circumstances.

Despite providing useful findings, this study has several limitations. First, the study was conducted only in a specific region and population, so the results cannot necessarily be generalized to all students with different social and cultural characteristics. Second, this study focused on socioeconomic status and parental education level, while other factors can also influence students' motivation to continue their education, such as peer influence, school quality, community environment, academic achievement, and teacher support. Third, the use of cross-sectional data only describes conditions at a specific point in time and therefore cannot explain changes in student motivation over time. Therefore, future research is recommended to involve a broader sample, use a longitudinal approach, and incorporate other social and psychological variables to gain a more comprehensive understanding of the factors influencing students' motivation to continue their education to a higher level.

4. CONCLUSION

Based on the results of the data analysis, it can be concluded that the economic status of parents has a positive influence on children's motivation to continue their education to the senior high school level in Lagos, Nigeria, as indicated by the calculated t value of 3.810, which is greater than the t table 2.10 at a significance level of 5%. This indicates that the better the economic condition of parents, the higher the children's motivation to continue their education. In addition, the level of parental education is also proven to have a positive and significant influence on children's motivation, with a calculated t value of 6.334, which is greater than the t table 2.01. This finding indicates that the higher the level of parental education, the greater the encouragement given to children to continue their education. Simultaneously, both variables have a significant influence on children's motivation, as indicated by the calculated F value of 5.196, which is greater than the F table 3.20, with a contribution of 54.5%, while the remaining 45.5% is influenced by other factors outside the research model. Future research is recommended to include additional variables, such as peer influence, school environment, academic achievement, and teacher support, to obtain a more comprehensive understanding of the factors influencing students' motivation to pursue upper secondary education.

ACKNOWLEDGEMENTS

The authors would like to thank all respondents who participated in this research for their time and cooperation. They also express their appreciation to the educational institutions and local authorities in Lagos, Nigeria, who supported the smooth data collection process. They also thank all those who provided input and support, which enabled this research to be successfully completed.

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