INFLUENCE OF GENDER, PARENTS' EDUCATIONAL QUALIFICATIONS AND OCCUPATION ON PERFORMANCE OF BUSINESS STUDIES'STUDENTS IN KADUNA AND KANO STATES, NIGERIA

BY

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DECLARATION

I declare that the work in this thesis titled Influence of Gender, Parents' Educational Qualifications and Occupation on performance on Business Studies students in Kaduna and Kano States, Nigeria has been carried out by me in the Department of Vocational and Technical education. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this thesis has been presented for another degree or diploma at this or any other institution.

_____ _____

Oluigbo Hope Amarachi Date

CERTIFICATION

This thesis entitledINFLUENCE OF GENDER, PARENTS' EDUCATIONAL QUALIFICATIONS AND OCCUPATION ON PERFORMANCE OF BUSINESS STUDIES SUDENTS IN KADUNA AND KANO STATES, NIGERIA by HOPE AMARACHI, OLUIGBO meets the regulations governing the award of the degree of Masters of Education in Business Education of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

This study investigated the influence of gender, parents' educational qualifications and occupationon performance of Business Studies students in Kaduna and Kano states, Nigeria. From the general objective, four specific objectives, four research questions were stated to guide the study and four null hypotheses were formulated and tasted at 0.05 level of significance. This study made use of Survey Research Design. The population comprised of 121,221and out of these384 JSS 3 students were randomly selected. Questionnaire and documented students' academic performance were the instruments used to collect date. The descriptive statistics involving frequency and percentages were used to present the responses on demographic variables. The questions were answered using mean and the cumulative mean was compared with the decision mean of 2.5, in order to determine if their responses were in agreement or disagreement with the research question. The findings of the study showed among others, that; (a) gender does not influence academic performance of Business Studies students because equal opportunities were given to boys and girls to study this subject. (b)Parents' educational qualifications have influence on the Business Studies students' academic performance in Kaduna and Kano states.From the findings of this study, it was concluded that parents' high level of education encouraged independent and hard work and this influenced the academic performance of students in Business Studies in Kaduna and Kano states, among other conclusions. Based on the findings and conclusionsof this study, it was recommended among others, that; (a)school managements during Parents' Teachers' Association meetings and admission processes should encourage parents who have low education to complement their children education by hiring additional lesson teachers for them at home.

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LIST OF ABBREVIATIONS

BSAT Business Studies Achievement Test

PCV Personal Characteristics Variables

PTA Parents Teachers Association

OPERATIONAL DEFINITION OF TERMS

Academic performance - The actual mark or score obtained by students in their end of the term examinations.

Business Studies - One of the Junior Secondary School subjects. This subject comprises of typewriting, shorthand, commerce, office practice, and book keeping.

Parent – Father, where father is not alive, then mother or guardian.

Parental Educational Qualifications - The highest academic qualification the parents obtained. This can be higher education or lower education.

Higher Education- People with Diploma and above.

Lower Education-People with secondary school certificates and below.

Parental Occupation - The job or profession parents engage themselves in. This can be classified into white collar job and Blue collar Job.

Blue collar Job- Jobs that involve physical efforts such as engineering and arm forces work.

White Collar Job- Jobs that do not require physical activity for example teaching and office work.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is the totality of life experience that a man or woman acquires and which helps themto cope with and get satisfaction from living in the world. This is why it enables them to acquire social competence and optimum individual development. Business Studies which is the subset of general education is an integral part of vocational and technical education which allows its recipients to acquire skills, knowledge and attitude to fit into the world of work. At the Junior Secondary School (JSS), some of the objectives to be attained by Business Studies as outlined by Aliyu (2001) were to:

(a) develop students' desire to want to study business subjects in the future.

(b) give students the opportunity to develop some elementary business knowledge and simple skills that can be useful to the student.

(c) serves as a foundation for the study of advanced business subjects. For instance, business mathematics is a foundation subject for book-keeping.

However, to be able to achieve these objectives of Business Studies, certain factors in school teaching and learning processes have to be considered.In a study considering the factors of school or academicperformance, one possibly ignores those aspects in which individuals differ from one another. The starting point may be academic performance itself where wide ranging variations occur from the point of outstanding performance. These variations include factors such as Gender, Parents' educational qualifications and occupation among others.

The role of gender in students' vocational subjects like Business Studies cannot be underplayed. In the Nigeria society, boys and girls often undergo different socialization experiences and they tend to learn different gender roles and behaviour patterns and hence develop different interests and these roles and interests could later become the dominant factors in the student's academic performance (Igbinedion, 2011).

The biological term parents refers to either father or mother or both of them which the children live. They are responsible for the training of the children. Parents are different from one another, both in their relationship with their own children and their feelings or reactions towards education of their children. The parents have their educational qualifications, their concerns, their difficulties with relationships and their tensions. Some parents are better able to relate to their children than others. Some are warm and supporting, others may be rejecting or even negligent of their responsibilities to their children. Some parents are intelligent and competent people; others may be uneducated, illiterate, and unable to grasp the meaning of situations involving their children, even though they love them.

Udo (2012) has stated that parents' social context or educational qualifications influence the goals and values they have for their children. These values could result in differences in parenting practices which, in turn result in differences in pupils' academic achievement/performance.In other words, parental educational qualification brings to light parents' involvement, confidence, ability to encourage, positive attitude, attainment of formal education and capacity to participate in theirchildren school activitiesin order to facilitate their children good academic performance. Parents' educational qualifications can be classified into Higher education and lower education. Parents who are highly

educated must have obtained Senior Secondary School certificate, Ordinary National Diploma/ National Certificate of Education(OND/NCE), Higher National Degree or Bachelor of Education in difference fields of learning. Post Graduate certificates like Diploma in Education, some of them must have obtained Masters in Education, Master of Science, Doctor of Philosophy(PGDE, MED,MSC, PHD) or others. While those parents who obtained Junior or Senior Secondary School certificate andbelow are referred to have lower education.

Parental occupation may make available some quality information to parents' who in turn may keep it at their disposal.Akerman (2012) stated thatstudents whose parents are self-employed are encouraged by the independence and flexibility of self employment to become entrepreneurs themselves. Parents who own their own business can be source of great inspiration for a young child. Entrepreneurial parents provide a good example, and are a source of influence for children. Parents' occupation can be divided into White collar jobs and Blue collar jobs. Parents who are engaged in jobs that need no physical efforts are said to be doing white collar jobs. While those parents that engage themselves in jobs that requires physical efforts are said to be doing Blue collar jobs. In order words, parents' line of occupation plays important role in determining their children's academic performance.

Academic performance of students can be measured by taking records of their grades after an evaluation or final examinations. When a student scores an 'A', such students can be said to be performingwellor better, than when he or she scores 'E' or 'F'. The later is seen as having a poor academic performance.There are many factors that can make students to either perform well or poor academically. Students are more likely to achieve higher grades if they are studying subjects to which their capabilities are more

suited and if they believe they are likely to be successful.Parental influence upon their children academics is performance can be rather important, even across gender and racial lines. Parental expectations and perceptions of vocational choices for their children could be seen to play a key role in shaping students academic performance.

Without the knowledge of students' academic performance in some specific areas of the prevocational subjects such as Business Studies, the educational process of curriculum implementation may be incomplete. Likewise, without empirical investigation of students' academic performance in Business Studies as may be differentiated by gender, parents' educational qualifications and occupation; there exists little basis for teachers to develop appropriate instructional strategies to help students achieve the curriculum expectations as well as appropriate methods for assessing and evaluating students' learning. Just as Nyama (2010) has observed that parents tends to lay the foundation for the teacher to build on and unless the foundation is sound and solid, teachers have nothing to build on.

It is based on the background of helping teachers to bring enthusiasm and varied instructional and assessment approaches to the classroom, addressing different student needs and ensuring sound and meaningful learning opportunities for every learner, that this study was carried out to investigate the influence of gender, parents' educational qualifications and occupation on the academic performance of students in Business Studies in Kaduna and Kano states.

1.2 Statement of the Problem

Business Studies has always been seen as that aspect of education that provides school leavers with skills, knowledge and attitudes which would make them productive members of the society. The aims and objectives of Business Studies emphasize the acquisition of vocational skills and self reliance. But for some years, the objectives of Business Studies have been facing challenges in Nigeria.

Awodi (2007) submitted a statistical data which revealed that for some years students' academic performance has been declining in Kaduna and Kano states, for instance, between 2002-2005 the percentage pass in Business Studies at Junior Secondary Certificate examinations in Kaduna state stood at 49%, 43% and 42% respectively. It is at the decreasing rate as against the percentages of failure which were 51%, 57% and 58% which were at the increasing rate. Based on the evidence, it is obvious that something is wrong. From the researcher's observation and interaction with someteachers,and students offering Business Studies in Kaduna and Kano states, some of them were of the opinion that, Parents' influence in terms of their level of education and line of occupation, may be part of what caused these problems, while some teachers were of the view that since the course is practical in nature, it should be solely for male students. Moreover, they felt that those not performing well are females. Others, however, expressed contrary opinion saying that female students performed better than male students. It is therefore necessary to determine whether gender contributes to the poor academic performance of students in Business Studies in Kaduna and Kano States.

This study was thus carried out to determine the influence of gender, parents' educati99onalqualifications and occupation on performance of Business Studiesstudents in Kaduna and Kano States of Nigeria.

1.3 Objectives of the Study

The general objective of the studyis to determine the influence of Gender, parents' educational qualification and occupation on performance of business studiesstudents in Kaduna and Kano States.

The specific objectives were to;

1. ascertain the influence of gender onacademic performance of business studies students in Kaduna and Kano States
2. determine the influence of parents' educational qualifications on academic performance of Business Studiesstudents in Kaduna and Kano States
3. assess the influence of parents'occupation on academic performance of Business Studiesstudents in Kaduna and Kano States.
4. determine difference between academic performance of Business Studies' Students in Kaduna and Kano States.

1.4 Research Questions

The following research questions were stated and answered:

1. What is the influence of gender on academic performance of Business Studiesstudentsin Kaduna and Kano states?
2. What is theinfluence ofparents' educational qualificationsonacademic performance of Business Studiesstudents in Kaduna and Kano States?

3. What is the influence of parents' occupation on academic performance of Business Studies students inKaduna and Kano States?
4. What is the difference between academic performance of Business Studies' Students in Kaduna and Kano States?

1.5 Research Hypotheses

The following the null hypotheses were tested:

1 There is no significant difference between the academic performance of male and female students in Business Studies in Kaduna and Kano State.

2 There is no significant difference between theacademic performance of students in Business Studies whose parents had higher education and those whose parents had lower education in Kaduna and Kano States.

3 There is no significant difference between theacademic performance of students in Business Studies whose parents are engaged in white collar jobs and those whose parents are engaged in blue collar jobsin Kaduna and Kano States.

4 There is no significant difference between the academic performance of Business Studies' Students in Kaduna and Kano States.

1.6 Significance of Study

The findings of this study would be of benefit to Junior Secondary School (JSS) students, teachers, counsellors, parents and school managements. JSS Students will benefit immensely from this study because the identified variables on the students' academicperformance in Business Studies will lead to a deeper insight into how such variables can beexplored to improve the academic performance of these students. The findings of the study will also be usefulto teachers as they work toward providing learning experiences that are motivating to students. Thefindings will be of immense value to the school counselors as they offer career counseling,vocational guidance and occupational information to students.This study will help students who may wish to change theirperception toward Business Studies and the teachers, their instructional strategies.

This study would be beneficial to the JSS students of Business Studies in Secondary Schools becauseit will help them realise what they can do based on their gender. It will also be of benefit to parents of students of Business Studies in Kaduna and Kano states because it will reveal to them how their educational qualifications and occupation influence their children thereby making necessary adjustments where necessary.Lastly, it will serve as a point of reference for other research works in this area.

1.7 Basic Assumptions of the Study

It is assumed that:

1. Teachers' qualifications and peer influence have the same effect in students' performance in Business Studies.

2. Students willingly choose to offer Business Studies, and they also have the capability to study the subject.

1.8 Delimitations of the Study

This study was delimited to JSS 3 students and their Parents in secondary schools in Kaduna and Kano States. This is because these students have enough experiences in first and second years of their study and they will be able to indicate their parents' educational qualifications and occupation. The study was also delimited to the students' third term examination school records for the analysis of the influence of gender, parents' educational qualifications and occupation on performance of Business Studiesstudents in Kaduna and Kano States.

Also, the study was delimited to Kaduna and Kano States. This is because these states are different from one another, for instance; Kaduna is made up of so many learning institutions, while Kano is known as a business state.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Related literatures were reviewed under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.2.1 Concept of gender

2.2.2 Concept of parents' Educational Qualifications

2.2.3 Concept of Parents' Occupation

2.2.4 Concept of Academic performance

2.2.5 Concept of Business Studies

2.3 Academic Performance of Junior Secondary School (JSS) Students

2.4 Gender and Students' Academic Performance

2.5 Parents' Educational Qualifications and Students' Academic Performance

2.6 Parents' Occupation and Students' Academic Performance

2.7 Review of Related Empirical Studies

2.8 Summary of Reviewed literature

2.1 Theoretical Framework

This study is based on 'Social Roles Theory' and 'Social Learning Theory'. Albert Bandura (1936)in Udo (2012) isconsidered the leading proponent of these theories. Social Roles Theory explained that 'social roles account for sex differences in social behaviour'.Albert Bandura explained that 'the sexual division of labour and societal expectations based on stereotypes produce gender roles'.The latter is 'shared expectations about appropriate qualities and behaviours which apply to people on the basis of their socially identifiedgender roles and physical

characteristics are considered to be consistent or inconsistent with masculine and feminine roles. The behaviours of school children are likely to be connected to their gender roles when the specific cultures approve gender stereotypes and hold firm expectations based on those stereotypes. Gender roles in the Nigerian background refer to socialization experiences which boys and girls are taught in their homes. Such experiences often influence their behaviour and they normally bring such behaviours into classroom settings during teaching and learning process, thereby determining their level of academic performance.

Albert Bandura advocated that Social learning theory involves behaviour, environment and individuals, and these affect each other in a circular way among others. The reward or support from parents usually comes inform of encouragement from the Parents. The more motivated a learner is to study a subject the greater are the chances to excel and persevere through difficulties, which brings about a deeper understanding of the subject and good academic performance.Bandurastated that students' performance is strengthened when accompanied by pleasant or satisfying feeling but that students' performance isweakened when associated with no reinforcement or encouragement.

The theories relate to this studyinvestigating the influence of gender, parents' educational qualifications and occupation on performance of Business Studies students' in Kaduna and Kano states. This is because good performance in academic activities of studentsisalways promoted through explicit rewards and encouragement by parents.

2.2 Conceptual Framework

In line with the topic of this study, the following concepts were explained

2.2.1 Concept of Gender

Gender is defined *as* the behavioural, cultural, or psychological traits typically associated with one sex(Merriam-Webster Online Dictionary, 2009). According to Merriam-Webster Online Dictionary (2009) the effect of gender role socialization is far reaching; a significant consequence is that young people may only perceive a narrow gender-based range of future options, particularly in relation to education and career opportunities.Parents' expectations set the context within which young people develop and shape their own expectations and aspirations and this in turn determine their success or failure in academic performance (Gadassi and Gati, 2009).Ogedengbe (2009) stated that gender is a socially constructed term depicting the system of relations between males and females, and designates behaviours, attitudes, roles, status and other processes that govern relationship among sexes in a given educational, socio-economic and political context

Ogedengbe (2009) further stated that gender relations are rooted primarily based on biological or social relations although they may include element of social as well as ideological and cultural relations spread with power differentials that map the range of processes, behaviour, activities, forms of group considered appropriate for men and woman, for a given collectively over a particular period of time.

According to Igbinedion (2011), in most parts of the country, the cultural roles or expectations of men and women are known to be clearly defined, and some studies have shown significant relationship between gender and occupational aspirations, preference and academic performance. Ifedili (2012) maintained that gender discriminations which

are highly peculiar to girl-child could only be eliminated through educationand empowerment; this is because some girls have proved that they could be the best if given a chance academically.

Gender stereotypes influence a number of mediating factors including the importance parents attach to children acquiring skills in different areas and encouragement of involvement in different activities. These mediators might have played on the students' sense of competence and their interest in subjects(Udoukpong, Emah, and Umoren, 2012).Gender is defined by Udo (2012) as relationships between people and the environment and how it interacts with other social identities in the environment and one important way of understanding gender relations is to understand social behaviour and social setting.Kangethe, Lyria and Nyamanga(2014) stated thatin order to conform to the socially constructed gender labels, individuals are compelled to feel obliged to fit into a pre-determined stereotypical model of masculinity and femininity.

2.2.2 Concept of Parents' Educational Qualifications

Parents' educational qualificationis defined by Webster's (2003) as the parents' aggregate systematic development, instruction and training from an institution of learning to acquire knowledge, skills and natural powers needed for everyday life experiences. When the adolescents required information on topics such as career planning, they looked to their parents for overwhelming majority of the time.Parental educational qualifications influence the performance of students in their study and the influence of parental qualifications characteristics was found to be mediated predominantly through fathers' rather than mothers' characteristics (Bachan, 2004). Contrary to Bachan's opinion, Mdanda (2006)maintained that children born to mothers who have received higheducation

and having positive attitudes enjoy a distinct advantage over children notso fortunate. In particular, there is some evidence that parental education qualifications have some impact on the choice of subject by students which in turn influence the level of their performance.

Narain (2005) noted that parents whose children are doingwell in school exhibit the following characteristics:-

1. Establish a daily routine– for instance, providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime, and having dinner together.
2. Monitor out-of school activities – for example, checking up on children when parents are not at home, arrange for after-school activities and supervised care.
3. Model the value of self-discipline and hard work – for instance, communicating, demonstrating that achievement comes from working hard.
4. Express high but realistic expectations for achievement – for example, setting goals, and encouraging special talents.
5. Encourage children's development /progress in school- for example,maintaining a warm and supportive home, discussing the value of good education.
6. Encourage reading, writing and discussion among family members – for instance, reading, listening to children read and talking about what is being read.

Longmore (2009) stressed that one of the ways parents' educational qualifications can be measured by attaining a higher education level thereby having access to intellectual resources and parents who have high educational qualification provide an environment that supports their children in attaining their education.Although schools, peers, and the

students community all have an impact on the young adult‘s self-identity and studies.Even with parents stating that their assistance with their child‘s academic development is an important parental task (Clutter, 2010).

2.2.3 Concept of Parents' Occupation

Parents' occupation displays their financial position and their ability to take care of their children, be it socially, religiously, and academically.Most parents feel their occupations are worthy, and in most cases will expect their children to follow suit. Thus a student, who has more value in education, in order to raise themselves above their parent's level, will likely be viewed as ungrateful by their parents (Borchert, 2002). According to Webster's (2003) parents' occupation is the parents' regular, principal, or immediate business or profession.

Jones (2003) indicated different categories of occupation that parents may involve themselves as follows;

1. Senior executives/management in public sector and large business organizations:Member of Parliament, elected representative, trade union secretary, judge, magistrate, commissioner, coroner, senior executive/manager in industry, commercial, media or other large organizations, senior manager (section head) in public service, regional director, health services manager, schoolprincipal, and dean, commissioned officers in defence forces, police/fire services commissioner.

2. Other business managers: bank manager, finance/investment/insurance broker, credit/loans officer**,** owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estatebusiness, specialist manager - finance/engineering/production/personnel/industrialrelations/publicrelations/sales/marketin

g**,** retail sales/services manager - shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, and gallery.

3. Writers, artists and professional sportspersons: **j**ournalist, publisher/author, musician, actor, dancer, painter, potter, media presenter, photographer,designer**,** sportsman/woman, coach, trainer, sports official.

4. Qualified professionals (generally with degree/higher qualifications) : health, education, legal, science, engineering, computing professionals, social scientist, urban/regional planner, librarian, archivist, records manager, curator, interpreter/translator, management consultant, accountant, tax agent, auditor, economist, statistician, mathematician, actuary,valuer, pilot, flight officer, flying instructor, air traffic controller, ship's captain/officer/pilot.

5. Qualified technicians/associate professionals (generally with degree/diploma qualifications): health, education, legal, science, engineering, computing technicians/associate professionals**,** enrolled nurse, paramedic/ambulance officer, dental technician, library technician**,** senior NCO (Defence Forces), police officer, prison officer, welfare/parole/court officer, senior fire fighter,safety inspector (building, health), security advisor**,** business/administration - recruitment/employment/industrial relations/training officer, marketing/advertising specialist, technical sales representative, retail buyer, office manager, projectmanager/administrator, other managing supervisors.

6. Tradespeople (generally with a 4 year Trade Certificate, usually by apprenticeship.

7. Advanced/intermediate clerical, sales and service staff: office/bank/payroll/accounting clerk, bookkeeper, insuranceagent/assessor, auctioneer,

admissions/personnel/inquiry/customer service clerk, government inspector (customs, tax, licenses,transport)• Secretary, personal assistant, court reporter, desktop publisher, library assistant• Sales representative, travel/tourism agent, flight attendant, travel steward, postal delivery/courier, hotel worker, beautician, undertaker, fitness instructor, child care worker, education aide, aged/disabled person care worker

8. Sales, office, hospitality and other assistants: sales assistant, checkout operator, cashier, motor vehicle/parts salesman, other sales staff, typist, keyboard operator, receptionist, dental assistant, veterinary nurse, education aide, nursing assistant, hospitality industry staff, waiter, bar staff, porter, trades assistant, gallery attendant, salon assistant, home helper, housekeeper, cook, kitchen-hand,

9. Drivers and machinery operators.

10. Other occupations:other members of the defense forces (ranks below senior NCO without technical/trades occupation).

In line with the above view, Ezeani (2013) stated that most parents choose careers for their children, although this, as a practice, is not bad in itself, but there are enormous and intractable problems where thechildren capabilities, aptitudes, values, skills personal interests have not been fullyconsidered.

2.2.4 Concept of Academic Performance

Academic performance acts as an emotional tonic. Good foundation is laid in the school in early years of life.According to Ifedili (2012) academic performance is referred to as the numeric scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system.Many people have argued that

students' performance depends on so many factors such as peer influence, parents, gender, and teachers and so on.Bukar (1994) in Oluigbo (2008) revealed causes of Students' poor performance as follows;

1. Poor quality of students: many students get enrolled even when they lack the entry requirements.
2. Lack of facilities: Teaching and learning of is cost intensive. Most of the facilities such as typewriters and quality writing materials cannot be substituted.
3. Unqualified teachers: some teachers are not qualified to teach.
4. Lack of interest: some students get enrolled in school even when they failed to get placement in courses of their choices. They are therefore not actually interested in the course so they do not concentrate. Such students undertake the require vigour and perseverance to succeed; as such they are usually copying people's work during tests and asking others to do their assignments for them. When it comes to well invigilated tests and examinations they fail beyond imagination.

Umar (2009) noted that students from lowparental academic qualification and low occupational status repeated classes more often and they have sense of inferiority compared with other children.This may not necessarily be true, because some students whose parents have low academic qualification often try to be better than their parents. Thereby studying hard and performing well academically. Cluster, (2010) stressed that academicperformance and success are determined by parental occupation. This is because some researchers havedetermined that the interaction of socioeconomic status with the family unit is also ofgreat salience when predicting children's outcomes, in particular the lack ofresponsiveness and consistency from parents in poverty.Suman (2011) stated that

academic achievement have always been thecentre of educational research and despite varied statementsabout the aims of education, the academic developmentof the child continue to be the primary and mostimportant goal of education. The importance of academicachievement in one's life cannot be overemphasized (ibid).Sound academic performances are the pillars on which the entire future personality stands (Suman, 2011).

According to Adams andDurowoju (2011),numbers of factors are capable of determining the performance level of students in a particular subject or course of study. These factors included school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, pupils to teacher ratio, parent motivation, and gender among others.Akerman (2012) also stated that if parents do not see Business Studies as a worthwhile subject then parents will apply very little influence or pressure to encourage their child to have a good academic performance in this subject.Similarly,Ige (2013) stressed that students can be responsible for their good or poor performance.For instance, students are expected to obey the school rules andregulations and be committed to academics being theprimary duty in the school, but what can be noticed insecondary schools these days are cases of indisciplinesuch as lateness to school, truancy, disobedience toteachers, beating of junior students, stealing, rape,extortion of money from other students, wearing ofassorted dresses apart from school uniform, smoking,drug abuse, and drinking among students. All these can cause them to have poor academic performance.

2.2.5 Concept of Business Studies

Business Studies is part of vocational and technical education that enables one to acquire knowledge, skills, values and experiences needed to be self-reliant or fit in well in world of work.Aliyu (2001) noted that Business Studies are pre-vocational and general courses offered at the junior secondary school level which consists of five components, office practice, commerce, book-keeping, Shorthand, and Typewriting.Specific objectives of the junior secondary school business studies programme may include the following:

1. It helps develop the students' desire to want to study business subjects in the future advanced classes. The business subjects offered at this stage will help the students in making up their mind to pursue business related career later in life.
2. Business study at this level will assist in the guidance programme of the vocational education. In the junior secondary school the thought of the qualified student may be directed towards the senior secondary school business curriculum while the attention of the students who lacks the basic abilities needed in business occupations may be turned to the non-business curriculum.
3. The students are given the opportunity to develop some elementary business knowledge and simple skills that can be useful personally to the students. For example, typewriting.
4. Business affects every member of the society. Everyone is a consumer and purchases the goods and services provided by business, all students need to develop a clear concept of social and economic truths and an understanding and appreciation of the role business plays in our daily lives.

5. Business study at the junior secondary school level serves as a foundation for the study of advanced business subjects. For example, business mathematics is a foundation subject for book-keeping (Aliyu, 2001).

According to Adeshina (2007) Business Studies represents a broad and diverse discipline that is in all types of educational delivery system- elementary, secondary, and tertiary. In line with the above view, Ohiwerei (2009) noted that Business Education (studies) which is a subset of the general education can be seen as the development of person's head, heart and hands for his self fulfillment and optimum services to humanity. While the head responds to reasoning, intellect or understanding, the hearing refers to emotions or feelings, habits, attitudes while values and the heads refers to motor or manipulation.Eze (2011) outlined the following objectives of business studies curriculum as to enable students to:

1. gain an understanding of business concepts through the study of subjects such as commerce, shorthand, office practice, book-keeping and typewriting;
2. develop the skills, including critical thinking and strategies required for self employment;
3. apply the knowledge, skills and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national and global levels;
4. develop lifelong learning skills that will help students adapt to technological advancements, the changing workplace, and the global economy;
5. make connections that will help students take advantage of potential postsecondary educational, work, and business opportunities.

Nwanaka and Amaehule (2011) reported that since Business studies is a practical and skill-oriented subject, it is particularly important forteacher to understand its objective, as well as its methodology for a success- oriented classroom as this is astep towards improving the status of the subject.Generally, the essence of business studies is to allow the students to acquire knowledge of each of the components with the intension of specialising in one of them later in life and get necessary skills needed for gainful employment.

The fundamental purpose for introducing business studies in secondary school curriculum was to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, workplace, post-secondary education or training, and dairy life (Ibrahim and Yakubu, 2012).Based on observation of Ibrahim and Yakubu (2012) the objective of Vocational and Technical Education in secondary school curriculum was to equip students with skills and competency for self reliant. They further stressed that it was against this background that National Policy on Education commonly called "6- 3- 3- 4" system of Education was introduced.

2.3 Academic Performance ofJunior Secondary School(JSS) Students

An academic Performance of Junior Secondary School (JSS) student is usually noticed in terms of the marks or scores after undergoing a test, examinations and practical.Students with involved parents, no matter what their income or educational qualifications, weremore likely to:

1. earn higher grades and test scores, and enroll in higher-level programs
2. be promoted, pass their examinations, and earn credits
3. attend school regularly

4. have better social skills, show improved behavior, and adapt well to school; and
5. graduate and proceed to postsecondary education (Narain, 2005).

Awodi (2007) noted that one of the greatest challenges as a business teacher is the ability to motivate your students; highly motivated students almost teach themselves to learn and poorly motivated students are unlikely to learn much of anything, no matter how you teach. Awodi suggested that teachers can use motivational strategies such as varying teaching strategies so that students will be eager to see what they do not know. For instance, write brief massages to students when you return their papers instead of assigning a letter grade.

According toNwanaka and Amaehule (2011) student's interest in a particular area of study determines how a student will perform. When he shows a goodinterest in learning there is the tendency for such student to succeed academically. But lack of interest in thestudy of a subject, such as Business studies will pose a constraint to its effective teaching and learning.Farooq,Chaudhry, Shafiq, andBerhanu (2011) confirmed that a gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances. Gender, ethnicity, and father's occupation are significant contributors to student achievement (Farooq *et al*, 2011).

Sithole and Lumadi (2012) stated that students' poor performance can also be attributed to students'diversity relates to a number of characteristics, such as differences between students in terms of the following: their backgrounds and attitudes towards learning, ability in terms ofbasic skills such as numeracy and literacy, and their baseline knowledge of business practices and current affairs, and teaching such a diverse mix of students can pose formidable challenges to teachers who will be required to employ mixed-

ability and/or differentiated instruction methodologies to cater for individual differences among their students. Sithole and Lumadi advised teachers to employ constructivist pedagogies which will expect their students to take responsibility for their own learning, to have the attributes of an independent learner, to be able to develop the ability to think critically, to engage with the subject matter and to prepare for, attend and participate in, teaching sessions.Ige (2013) noted that many people are contending that Nigeria's primary education can no longer provide the expected literacy and numeracy skill for its pupils. Ige further stated that unfortunately, the recruitment of many low quality outputs of primary schools into secondary can lead to poor academic performance.

According to Dart (2013) overcrowded classrooms, poverty, health issues, shortages of experienced teachers, traditional beliefs, lack of teaching materials, school expectations, and motivational issues as implicated in contributing to the poor achievement of large groups of children in school. Dart concluded that many difficulties that pupils face in school are amplified (if not caused) by wider issues in the school (teacher attitude, school provision and organization) and home environment (poverty, the effects of the loss of parents). The stories of individual learners seem to indicate that when schools take an interest in these then the experience of their pupils can be improved (Dart, 2013).

Ezeani (2013) also discovered that supervision on homework at home by parents mighty necessaryenhance academic performance while poor supervision on homework at home can culminate in poor academic performance on the part of a child.

2.4 Gender and Students' Academic Performance

Weinger (2000) opioned that gender role socialization is one of the earliest and thus potentially one of the most powerful forms of socialization. For instance, - mothers

advising daughters that it is important to establish yourself in a career before you raise a family, both constitutes and perpetuates particular gendered understandings between paid work and childrearing (Weinger, 2000). Such messages, communicated from adults to children, which focus on a person‘s ability due to their gender, may also increase or decrease a child‘s perception of his or her own skills or aptitude in certain areas, thereby, influencing his her academic performance.

Similarly, Borchert (2002) advocated that gender has played a significant role in the environment; this is because boys are still being steered toward the traditional ‘male’ jobs, which are higher paying and they are treated as ‘wealth’. Girls are still expected to cluster into the traditional fields of cosmetology, childcare, other similar jobs, and throughout their growing years; they are never more than expense (ibid). Borchert, (2002) further stressed that these expectations make girls to always feel inferior and victims of child abuse, thereby depriving them from competing favourably with their male counterparts in order to acquire good academic performance.

Similarly, Lummis and Stevenson (2006) administered mathematical and reading achievement tests that they developed to 1,975 kindergarteners in Minneapolis, Taiwan, and Japan. The researchers found no gender differences on the mathematical achievement tests in all countries studied. When examining reading achievement, however, kindergarten females achieved significantly higher reading scores than kindergarten males across the Minneapolis, Taiwan, and Japan samples (Lummis and Stevenson, 2006). The tests showed that females tend to score higher than males on tests that measure reading, writing, and perceptual speed (ibid).

Gender has so much influence on the academic performance of students.Strauss and Strauss (2009) stated that if academic performance or Intelligent Quotient (IQ) were determined solely by geneticfactors, the variance ratio between males and femalescould take any value between 1 and 2 depending on the proportionof relevant genes found on the X chromosome, and thegenetic explanation predicts that there should be femalemathematicians as talented as any males or female dullards asuntalented as any male.Gadassi and Gati (2009) stressed that male adolescents aspire to study Business Studies than female adolescents; this may be due to early socialization where boys, generally perceived that school activities were beneficial in relation to career planning, engaged in career planning earlier than did girls. Boys were more active in it than girls, and this difference may be related to young women's continuing perceptions that a job is an interim activity between school and marriage and motherhood. Part of this perspective may come from the routine socialization of women who are constantly and consistently exposed to messages that her life should revolve around caring for a family and her career plans are secondary (ibid).

On the contrary, Egun and Tibi, (2010) stated that gender differential treatment is extending to classroom lessons, while the boys are expected to do better in mathematics, science and vocational subjects; the girls are expected to do better in home managements and certain art subjects. Egun and Tibi further stated that these girls are brought up to believe that science and vocational subjects are meant for boys and this do not encourage girls who are offering these subjects to work hard in order to get good academic performance. Clutter (2010) found that 79% of the adolescent women and 73% of the adolescent men identified their mothers as being the most helpful when providing career

advice and in contrast, fathers were identified as being helpful 60% of the time for males and only 53% helpful to females.

Egun and Tibi (2010) acclaimed that women are better leaders, out passing on such skills as creating and articulating vision, setting clear directions, taking charge, being an inspirational model, setting high standard performance and assuming responsibilities.Similarly, Adams andDurowoju (2011) concluded in their research work titled "motivation and gender as determinants of achievement in senior secondary school economics" that the female students did not feel inferior to their male counterparts and thus they were able to compete favourably with them and it appeared the male students did not also feel superior to their female counterparts, thus, it implies that both have a level playing ground hence, no gender differences occurred in their achievement.

In line with the above statements,Kearney (2012) clarified the difference between gender and sex; whilst sex is a biological concept regarding anatomy and physiology that divides humans into male and female, gender is a social construct. Gender regards the notions of masculinity and femininity and these notions are not fixed and may vary over time. Consequently, gender is not the direct product of biological sex, but rather it is a construction of society (ibid).This is line with the objective of pre vocational subjects like Business Studies- inculcating the ability to read, write and speed (in the case of shorthand and Typewriting).According to Eremie (2014) individualdecision-making styles play significant part in the whole process of career development, and thatgender, personal interests, and learning experiences were all seen as factors affecting students'career choices.

Bill (UD) noted that the percentage of males and females studying Business Studies is 21.3% and 14.1% respectively. Bill stated further that the students who participated in his research titled "AS and A level Choices of Subjects, Gender makes a Difference" were asked what had influenced the choices they had made, what that emerged in the research were social class groups, gender groups, ethnic groups, ability levels among others.SurportingEgun and tibi views, Ifedili (2012) stressed that schools should try to motivate and challenge both genders to perform better; this is because strength ability is neither a thing of sex or physical appearance but a thing of the mind. Kangethe at el (2014) observed that most individuals strive to fit within themasculine-feminine divide, because non-conformity leads to being labeledas deviant, social misfit, or ostracized. In other words, gender conditioning and sex stereotyping messages are reinforcedthrough distinguishable allocation of roles at the family level and this has influence on the academic performance of students.

2.5 Parents' Educational Qualifications and Students' Academic Performance

Parents tend to hold the strongest influence on their children's academic performance. Lee and Leob (2000) in Umar (2009) emphasized that children whose parents did not complete school or have trouble with literacy skills are more likely to be illiterate themselves, and are more than five times as likely to drop out of secondary school as other children.Theyfurther indicated that illiteracy also poses a considerable burden on the family or support system of the individual in question, as illiterate adults are highly dependent on others to function and survive (for example, not being able to read letters, not being able to fill the forms at the banks). Illiterate parents may not have the knowledge and

skills needed to act and to respond to challenges they encounter in their daily lives (like reading letters from their children's schools, assisting their children with school work).

Umar (2009) reported that students whose parents had high educational qualifications obtained significantly higher achievement score than students whose parent did not have high educational background. Umar further stated that parents who are highly educated have symbolic aspirations regarding their children in terms of self improvement, character building, broadening of the mind, and citizenship becoming a total person.Longmore (2009) agreed that the parents' education qualifications along with monitoring academic assistance and educational support of their children are positively related to academic achievement. This indicates that being literate or parents with high educational qualifications in today's society demands a variety of functional abilities, which, when absent, can have dramatic health, economic, political and social consequences.

Siegall, Chapman, and Raymond (UD) stressed that one of the factors that many studies include as a possible influence on the selection of a major is the students' parents. This is because about 19 percent of incoming freshmen stated that parents were the most significant factor influencing which major to pursue and the importance of siblings, friends, and the media combined was less than that of parents. Agreeing with the above view, Udoukpong, Emah, and Umoren (2012) reported thatdata analyzed pertaining junior secondary students' academic performance in Business Studies as differentiated by parental influence in the t-test analysis showed a significant difference in the students' academic achievement in Business Studies based on parental influence **(**$t=2.83$, $p < 0.05$).

The result above revealed that those students whose parents motivated in their studies outperformed their counterparts who perceived their parental influence as non-motivating to their studies (58.72 vs. 53.61) (ibid).Eremie (2014) noted that parental influences have been recognized as a determining factor in students' careerdecision-making and these influences could be either positive or negative on their decisions.Most illiterate parents feel that they cannot possibly help their children and feel embarrassed to participate and willingly contribute to their children's education.

2.6 Parents' Occupation and Students' Academic performance

Weinger (2000) observed that parental influence on their children is line with the socioeconomic status of that individual's family of orientation. This statement is based on the concept that parents from different social classes develop their own social and cultural values based on their current social class. The parents subsequently pass on these social class values to their children preparing them for a similar occupational roles within that particular class structure (ibid). Weinger (2000) further stated that Socioeconomic status is defined as a family's current income, the parent's current occupation(s), the status associated with their occupation, and the parent's highest educational level. Weinger (2000) confirmed that those students from middle class valued their parent's income, felt it would help them obtain their professional career, and saw themselves in similar professional roles as their parents; however, the low income students did not feel their parents would naturally finance their education, nor did they have high-level, professional careers images of their parents after which they could model themselves. More specifically, motivation influences individuals'choice of which activities to do, level of

engagement in them, and the degree of persistence, thus parents should always try to motivate their children in order for them to performance excellently in academics.

Gordon's model is found in the work of Mdanda (2006) who examined children upbringing based on the occupational level of the father, discovered that social-class relates to values and children upbringing. The higher a person's social-class position, the greater is the likelihood that he will value good direction for his children and himself (ibid). Thus, consciousness in the form of beliefs, values, and attitude has influence over the child academic performance.This allows them to construct their relationships with the school with more comfort and trust. Olaosebikan, Olusola, Olusakin, and AyokaMopelola (2014) stressed that parental occupation and various aspects of career development secure attachment to one‘s parents and provides a safe place for one to go for emotional support. Therefore, it would seem that the educational odds are still stacked against children and parents from low-income families and from certain ethnic groups because certain parents actively engage themselves whilst others do not (Harris and Janet, 2008).Longmore, (2009) stated that children will show positive academic achievement and have benefits if they are a part of a family unit in a higher socioeconomic status due to increased resources (e.g., disposable income, tutors). Longmore maintained further that these children are exposed to the use of correct English in the home and have parents that have the time to meet and interact with teachers. In other words, these children have access to the characteristics valued and encouraged by schools and society thereby having the outcome of good academic performance.

Umar (2009) stressed that parents’ occupation will have a positive effect on the child’ academic performance if;

1. competence is stressed at home- a mother or father who shows competence evokes competence his/her children. Based on the modelling theory which states that children, see their parents as model they would most want to be like by developing good self concepts and have high achievement motive which would subsequently lead to good academic performance.
2. home environment is rich and stimulating- a home environment will be rich and stimulating for a child if he/she is provided with facilities which will aid intellectual growth. Parents who purchase text/exercise books, computer and educational aid or facilities which encourages reading, group discussion and practices, enhances their children academic performance.
3. there are home supervisions- a student who is given adequate time by his/her parents to do his/her homework and receives feedback through necessary corrections would have a good academic performance. On the other hand, if parents hardly spare time to check or supervise their Childs' homework nor correct his/her mistakes such child will be performing poorly academically.
4. psychological needs are meet- psychological needs such as food, water, oxygen, comfort and rest among others are motivational to children. A child who is not well fed, who does not work in comfort and who is not afforded enough time to rest cannot learn effectively. Parents, who ensure the satisfaction of these needs in their child, will be enhancing efficient learning and an efficient learner is likely to perform better academically.

Umar (2009) observed further that the higher the occupation of bread winner of students' family;the greater will be the level of academic performance and achievement. This is

because parents will not allow their children to have less education than themselves (ibid).According to Clutter (2010) influence of parents on their Childs' career choices depends on agreement between the father and the mother; For instance, if the father is pushing his son into a career as a doctor but the son and mother disagree with that path (regardless of the appropriateness of this career), the father will have a very difficult time influencing his son's career choice, while the mother undercuts his parental authority by siding with the child. Cluster stated further that family therapists and career counsellors have unearthed more information about the significant influence parents have on their children's development of vocational choices later in life and even though adolescents actively begin demonstrating their independence from their parents in their high school years, these young adults are still very much dependent on their parents for their career growth.Olaosebikanat el (2014) maintained that the individual does not exercise career choice, but that the parents, social and economic environment determines the vocational choices that are made.

Igbinedion (2011) statedthat parents influence is much more intricate and more pervasive than is shown. Students of secondary and tertiary institutions are often not aware of these influences and may accept the choice of their parents as theirs, but the situation owes its origin to early childhood when the child grabs his parents' attitude towards different vocations. Igbinedion (2011) further maintained that a conflict therefore occurs when the child submits to his parents' choice while at the same time deeply resenting his submissions as he becomes aware of his loss of independence and finds his area of interest.Udoukpong, Emah, and Umoren (2012) reported that students who perceived their parental influence as motivating to academic workoutperformed their counterparts who

perceived their parental influence as non-motivating. A possibleexplanation for the finding is that motivation is crucial to cognition and performance becausemotivation directs individuals' behavior and extensive evidence exists that motivation is a crucialelement in students' success and learning (ibid).Middle-class families tend to have culturally supportive social networks, use the vocabulary of teachers, feel entitled to treat teachers as equals and have access to childcare and transportation, all of which facilitates parental engagement in schooling.

2.7 Review of Empirical Studies

The influence of gender, parents' educational background and occupation on academic performance of students of business studies has generated interest from various research studies.Ebenuwa-Okoh (2010) carried out a research work titled "Influence of Age, Financial Status, and Gender on AcademicPerformance among Undergraduates" in Department of Counseling Psychology, Faculty of Education,Delta State University Abraka.One objective of the study, one research question and three Nullhypotheses were stated.The design used for this study was co-relational. The population for the study consisted of all the 400 level students in Department of Counseling Psychology, Delta State University,Abraka. Random sampling technique was used to select a sample of 175 students out of 250 400 students. The research instrument used in this study was a questionnaire.Correlation matrix was used toanswer the research question. Null Hypothesis 1,which tested the relationship of all the independentvariables (age, financial stress, gender)and academic performance, was analyzed using multiple regressions. The two other Null hypotheseswere tested separately using t-test and one-wayanalysis of variance. The result showed that the variables did not significantly predict academic

performance among students who participated in this study among others. The researcher concluded that academic performance was a product of many variables; academic performance is a product of personal determination, cognitive development and motivation as well as several other positive correlates.

Ebenuwa-Okoh's research is related to the current research in the area of Gender influences on the AcademicPerformance of students. The previous researcher'snull hypotheses supposed to be structured from the objectives and research questions instead of stating one objective, one research question and three null hypotheses. Apart from that, the insight from the research helped by guiding the current researcher in the area of gender influences on the student's academic performance.

Another work carried out by Adamu (2011) titled "Parents' and Teachers' perception of teaching of sexuality education in Secondary Schools" in Kano State. In carrying out the research, 4 specific objectives, 4 research questions and 4 research hypotheses were stated. Descriptive survey research design was employed, using questionnaires to collect data. A total of 43,574 people, which were made up of 1,087 teachers and 42,487 parents were used as the population for the study. Stratified proportional random sampling procedure was used to select 587 respondents, which consisted of 163 teachers and 424 parents. The statistical tools used for the analysis of data collected were frequency, percentages and Z-test.The result showed that parents supported the teaching of sexuality education in secondary schools, among others. The researcher concluded by stating that if students were not taught sex education, it would lead to

tendency towards permissive sexual practices. The study recommended among others that further research study should be carried out in other states in Nigeria.

Adamu's research relates to the current works in the aspect of parents' perception of teaching of sexuality education in Secondary Schools in Kano State. This is because parents' positive perception of any subject including Business Studies goes a long way in influencing their children academic performance. Also the current research work was carried out in secondary schools in Kano State just like the previous research. The previous researcher could have used other descriptive statistical tools such as mean and standard deviation to answer the research question and also use Pearson product moment correlation to test the null hypotheses of the study. Besides that, the study enabled one to know that parents can influence the success of academic activities in secondary schools.

Similarly, Victor, (2011) carried outempirical study titled "Parental styles on children self-concept and Academic performance" in Adamawa State.The researcher stated 5 specific objectives, 5 research questions and 5 research hypotheses in the course of carrying out the research. Descriptive survey design was adopted using structured questionnaires to gather data from 6937 respondents randomly selected out of 34954 people that made up the population. The statistical tools used were frequency, percentages, mean, and standard deviation, were used to answer research questions, while Pearson Product Moment Correlation was used to test the null hypotheses. The result indicated that there was significant relationship between parental styles and the students' academic performance and self-concept. The researcher concluded that establishment of students positive self-concept is the factor for successful learning and general behavioural pattern, it

recommended among others that parents should used democratic parental style in order to yield better academic performance in the children.

Victor's research work used so many respondents which could be difficult to collect and analyze the data. Apart from that,the study revealed how parents can influence the academic performance of their children to be either good or poor and this is in relation to the current research work in the aspect of influence of parental educational background and parent occupation on the academic performance of their children.

Suman (2011) carried out a research titled "Influence of Parental Educational back-ground and Parental Occupation on the academic achievement of Children" in different private schools ofdistrict Sangrur of Punjab. In conducting the research, 2 specific objectives were stated and 2 research hypotheses. The researcher randomly selected 150 students which made up of 125 males and 125 females.Self Prepared questionnaire and marks obtained in middle standard Punjab School Education Board examination were used as instruments for data collection. The data were analyzed by using descriptive analysis like mean, standard deviation, correlation and inferential statistics like t- test.The results indicated that the qualification of the parents positively influenced the academic achievement of the child. But the impact of mother's education was more on the academic achievement of the child and also the impact of mother's occupation was more on the academic achievement of the child as compared to father's occupation.

Suman's research did not contain research questions and population for the study was not specified in order to indicate whether the samples selected were representative or not. Besides these impediments, the study had revealed so many things that were related to

the current study in the areas of parental educational background and parental occupationas it influences their children academic performance or achievement in Business Studies.

Another work byAkerman (2012)titled "Factors Affecting the Choice of Business Studies in the FET Phase", in KwaZulu-Natal of South Africa. The researcher stated 2 specific objectives, and 3 research questions. The population of the study comprised of 104 grade 9 learners and out which samples were randomly selected. Questionnaires were constructed to collect data, and descriptive statistics (bar graphs) was used for Data analysis. The results showed among others thatwhere parents are themselves entrepreneurs they will generally support Business Studies as a subject choice as they perceive it could make a considerable contribution to future careers. On the other hand,where parents are not adequately informed about the nature of the subject this is likely to have a major impact on its choice as a subject for their children. It recommended among others that all schools should insist that parents have a role in the completion of the subject selection form for their children.

Akerman's research study did not specify the exact number of respondents used as sample. In carrying a good research work, research questions are fashioned out of specific objectives along with null hypothesis, but Akerman stated 2 specific objectives, 3 research questions and no null hypothesis. Apart from these limitations, the study revealed certain factors such as gender, peargroups, parents among others that can influence students making choices of Business Studies among grade 9 learners in KwaZulu-Natal of South Africa and these helped the researcher in carrying out the current research in relation to the

analysis of influence of Gender, Parental Educational background and occupation on the academic performance of students of Business Studies in Kaduna and Kano States.

Likewise, the study by Udoukpong,Emah, and Umoren (2012) titled "Student Attitudes, Parental Influence andCareer Aspirations in Academic Achievementin Entrepreneurial Curriculum" in secondary schools in AkwaIbom State of Nigeria.The participants in this study comprised 290(138 males and 152 females) 9th grade students drawn from 8(4 urban and 4 rural) public secondary schools in AkwaIbom State in Nigeria. Stratified randomsampling and proportional sampling techniques were used to obtain the samples for the study. 3 null hypotheses were stated. The research instruments comprised Personal Characteristics Variables (PCV) and the Business Studies Achievement Test (BSAT) Questionnaire which composed of 10 Likert-scale.Data collected were described using means and standard deviations while independent t-test, analysis of variance with post-hoc analysis on two-group comparison were used to establish significant differences in junior secondary students' academic achievement in Business Studies based on the personal characteristics of attitudes, parental influence and career aspirations.

Udoukpong, Emah, and Umoren (2012) carried out empirical study, though the study did not indicate the population of the study, specific objectives of the study and even research questions. 50 items used in the instruments are too many; this is because the participants would be under pressure trying to complete them.Besides these shortcomings, the study was useful to the current study since it exposed the researcher on how variables such as students' attitude, parents' influence and carrier aspirations affect the academic performance of students of Business Studies in JSS classes.Two of the variables (Parents' influenceandCareer Aspirations) analyzed by the previous researcher were related to the

current research work in the aspect of influence of Parental educational qualification and occupation on the academic performance of Business Studies students.

The current study filled the missing gaps the previous studies did not fill by determining the influence of gender, parental educational background and occupation on the academic performance of students of Business Studies in Kaduna and Kano states.

2.8 Summary of Reviewed Literature

This chapter reviewed many valuable literatures that were related to the current study under different sub-headings such as theoretical framework (Social Role Theory and Social learning Theory), conceptual framework (concept of gender, concept of parents' educational qualifications, concept of parents' occupation,Concept of academic performance,and concept of Business Studies) and other sub-headings such as academic performance of JSS students, Gender and academic performance, Parents' educational qualifications and academic performance, and lastly parents' occupation and academic performance. The revelations from these related literatures indicate the fact that students' good or poor academic performance depends on many factors ranging from gender differences, parental educational qualifications, and parental occupation among others.

Six empirical studies relating to the current study were reviewed. However, from the literature reviewed, none discussed or researched on the influence of gender, parental educational qualification and occupation on performance of Business Studiesstudents in secondary schools. Thus, this current study has set out to bridge this missing gap.

CHAPTER THREE

RESEARCHMETHODOLOGY

This chapter focuses on the following sub-headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample size and Sampling Procedure

3.4 Instrument for data collection

3.4.1 Validity of the instrument

3.4.2 Pilot study

3.4.3 Reliability of the instrument

3.5 Procedures for Data Collection

3.6 Procedures for data Analysis

3.1 Research Design

This study used survey research design in order to determine the influence of gender, parental educational qualifications and occupation on the academic performance of Business Studies students in Kaduna and Kano states. This was in line with what Osuala, (2005) stated that survey design is oriented toward the determination of the status of a given phenomenon in order to discover the relative incidence, distribution, and interrelations of sociological and psychological variables. This was most suitable to this study because the policies considered and those ultimately accepted as a result of the research represent value decisions.

3.2 Population for the Study

The population for this studywas 121,221. It is comprised of all Business studies JSS 3 students in Secondary Schools in Kaduna and Kano states. There were 1169 Junior Secondary Schools in 31 Educational Zones in both states. The number of the students studying Business studies in these schools stood at 121,221 as at 2013, which were made up of 68,002 males and 53,219 females. The breakdown of the population is given in Table 3.1.

Table 3.1 Population of the Study:

S/N	Zones	States	Number of schools	Males	Females	Students
1	Anchau	Kaduna	67	3247	1386	4633
2	B/Gwari	Kaduna	80	880	339	1219
3	Bichi	Kano	32	415	320	735
4	Dala	Kano	41	1014	730	1744
5	Dambatta	Kano	29	404	330	734
6	Dawakin Kudu	Kano	29	438	360	798
7	Gaya	Kano	25	295	220	515
8	Giwa	Kaduna	40	1600	728	2328
9	Gwaqwarwa	Kaduna	18	3824	2282	6106
10	Gwarzo	Kano	31	369	338	707
11	Godo-Godo	Kaduna	34	718	608	1326
12	Hotoro South	Kaduna	34	4192	3926	8118
13	Kachia	Kaduna	25	3011	2776	5787
14	Kaduna zone	Kaduna	82	4665	4758	9423
15	Kafanchan	Kaduna	65	2432	2336	4768
16	Karaye	Kano	24	284	264	548
17	Kura	Kano	29	458	438	896
18	Kwachiri	Kaduna	35	3500	2431	5931
19	Kwatashi	Kaduna	49	11154	8565	19719
20	Lere	Kaduna	29	3444	2270	5714
21	Minjibir	Kano	33	559	555	1114
22	Municipal	Kano	46	881	840	1721
23	Nassara	Kaduna	33	4380	2541	6921
24	Nassarawa	Kano	46	1220	1160	2380
25	Rano	Kaduna	23	398	394	792
26	Rigarchikun	Kaduna	23	2259	1169	3428
27	Sabon-Tasha	Kaduna	26	3126	2671	5797
28	Tudun Wada	Kaduna	40	635	620	1255
29	Wudil	Kano	31	453	450	903
30	Zaria	Kaduna	41	6260	6192	12452
31	Zonkwa	Kaduna	29	1487	1222	2709
	Total		**1,169**	**68,002**	**53,219**	**121,221**

Source: Kaduna Sate Ministry of Education as at November, (2013).
Kano State Ministry of Education, Kano Educational Resource Department, (2013).

3.3 Sample Size And Sampling Procedure

The sample size of this study was 384 students. From the population for the study, samples were selected to serve as a representative of 31 Educational zones which comprised of 1,169 Junior Secondary Schools, 121,221 JSS 3 Business Studies students in Kaduna and Kano states. According to Veal (2006) sample size of 383 can represent a population size of 100,000 and 384 sample size can represent a population size of 500,000; so as to produce 95 per-cent intervals at 0.05 levels of significance. Forthe researcher to have reasonable representative of the larger population, the sample size of Business Studies students was increased to 384.

In order to facilitate good selection, the researcher adopted Purposive Sampling Procedure.This was done by selecting four private schools and four government schools from Kaduna State. Likewise, four private schools and four government schools were also selected from Kano state that is, equal number of respondents from both states. Random selection method was used to select the participants or respondents. This was done by writing ‘Yes’ and ‘No’ on pieces of papers and those who picked ‘Yes’, made up the respondents, while those who picked ‘No’, were not part of the samples. The table 3.2 showed the sample size for the study.

Table 3.2 Sample size for the study

S/N	Zones	States	Males	Females	Students
1	Anchau	Kaduna			
2	B/Gwari	Kaduna			
3	Bichi	Kano	16	15	31
4	Dala	Kano	16	15	31
5	Dambatta	Kano			
6	Dawakin Kudu	Kano			
7	Gaya	Kano			
8	Giwa	Kaduna	11	11	22
9	Godo-Godo	Kaduna	11	11	22
10	Gwaqwarwa	Kaduna			
11	Gwarzo	Kano	13	12	25
12	Hotoro South	Kaduna			
13	Kachia	Kaduna			
14	Kaduna zone	Kaduna	14	13	27
15	Kafanchan	Kaduna	14	12	26
16	Karaye	Kano			
17	Kura	Kano			
18	Kwachiri	Kaduna			
19	Kwatashi	Kaduna			
20	Lere	Kaduna	13	11	24
21	Minjibir	Kano	14	12	26
22	Municipal	Kano			
23	Nassara	Kaduna			
24	Nassarawa	Kano	18	17	35
25	Rano	Kaduna	18	17	35
26	Rigarchikun	Kaduna			
27	Sabon-Tasha	Kaduna			
28	Tudun Wada	Kaduna	13	11	24
29	Wudil	Kano			
30	Zaria	Kaduna	15	13	28
31	Zonkwa	Kaduna	15	13	28
	Total		**201**	**183**	**384**

3.4 Instrument for Data Collection

The major instruments for collecting data were questionnaires and documented recordsof students' performance based on gender. The questionnaire was divided into two sections 'A' and 'B'. Section contained personal information of the respondents such as gender, qualifications, and occupation, while the section 'B' consisted of questions focused on the research questions one, two, three and research four would be answered using documented students' academic performance. The following is the breakdown:

Research Questions	**Items**
1	1-8
2	9-16
3	17-24

The items were closed-ended questions. A 4-point-likert scale of Strongly Agreed ('SA'), Agreed ('A'), Disagreed ('D') and Strongly Disagreed ('SD') which was scored as follows: SA= 4, A= 3, D= 2, and SD= 1 was used.

3.4.1 Validity of the Instrument

The content and face validity of the instruments designed were vetted by experts both within and outside Department of Vocational and Technical Education in Ahmadu Bello University, Zaria. They critically examined the instrument in terms of its fitness for this research work, and their criticisms, comments and recommendations were used to improve the final copy of the measuring instrument.

3.4.2 Pilot Study

A pilot study was carried out in Demonstration Secondary School, Ahmadu Bello University Zaria, to detect any ambiguity in the instrument. This is because it is more accessible and independent of the samples of the study. Forty copies of the questionnaire were given to both JSS 3 students fill and identify their parents' educational qualification and occupation. This was in line with Osuala, (2005) who suggested that the samples to verify psychometric adequacy of rating instruments should be independent of the samples used with respect to the respondents.The instruments were given to Business studies students in JSS 3 classes with two weeks in between first and second administration.

3.4.3 Reliability of the Instruments

The Data collected from Pilot study in Demonstration Secondary School, ABU. Zaria, were statistically analyzed for the purpose of reliability co-efficient. The Cronbach's reliability coefficient was used. Consequently, reliability co-efficient of alpha level of 0.902 was obtained. This reliability co-efficient was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Olayiwola, (2010) who considered an instrument as reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. Academic performance of these students was also found reliable haven pass through examination officers who certified the results

official,this therefore, confirmed the reliability of the data collection instrument used as fit for thisresearch work.

3.4 Procedure for Data Collection

The researcher collected letter of introduction from the department of Vocational and Technical Education, faculty of education in ABU, Zaria in order to gather necessary data needed for this research work. The researcher also used the services of two research assistants from the selected schools that were trained on administration of the questionnaire. The researcher and research assistants administered the questionnaire in schools where the study was conducted. The researcher complied strictly with the ethics of research to avoid coercion and the respondents' privacy was respected. The students (respondents) were requested to fill the questionnaires on the same day they got them and ask them to indicate their parents' educational qualification and occupation; in order to avoid loss of questionnairewhile filling the questionnaire. The administration of this questionnaire across the two states took four to five weeks.

3.6 Procedure for Data Analysis

The bio-data variables were analyzed using percentages. In order to answer the research questions, descriptive statistics were used to calculate mean. The null-hypotheses 1, 2, 3 and 4were tested using Z-test.The null-hypotheses were tested at 0.05 levels of significance. This is in line with Osuala, (2005) who stated that Z-test examines the extent to which the frequencies that are actually observed in the study differ from the frequencies that are expected if the null hypothesis is correct.

‘Strongly Agreed’ and ‘Agreed’ were taken as “Agreed”, while ‘Disagreed’ and ‘Strongly Disagreed’ were also taken as “Disagreed”.

Decision Rule:

If the mean score is less than 2.5 it was taken as a negative response, while 2.5 and above was taken as a positive response.

Also, if the calculated Z- test is greater than the critical or table value, the null hypothesis was rejected otherwise it was accepted and retained.

CHAPTER FOUR

PRESENTATIONANDANALYSIS OFDATA

This chapter analysed data collected. This chapter was discussed under the following sub-headings;

4.1 Analysis of Demographic Variables of Respondents

4.2 Answers to Research Questions

4.3 Test of Null hypotheses

4.4 Summary of Major Findings

4.5 Discussion of the Findings

4.1 Demographic Variables of Respondents

Gender of students

Data collected in reference to gender of the students were summarized in Table 4.1

Table 4.1: Analyses of Students by Gender

	Frequency	**Percent**
Male	211	54.9
Female	173	45.1
Total	**384**	**100.0**

Source: Field Study 2014

Table 4.1 shared the gender of the students in which 54.9% of them were male students while 45.1% of the respondents were female students. Thus, male students were more than female students.

States

Data collected under States showed that out of 384 respondents, 192 respondents were from Kaduna, while 192 respondents were from Kano. See Table 4.2

Table 4.2: Analyses of Students by States

	Frequency	Percent
Kaduna	192	50.0
Kano	192	50.0
Total	**384**	**100.0**

Source: Field Study 2014

Table 4.2 showed that50.0% of the respondentswere from Kaduna State while 50.0% of the respondents were from Kano state. By implication, equal number of respondents was used.

Parents' Educational Qualifications

In order to categorise parents' educational qualifications into lower education and higher education, data collected were summarized in Table 4.3

Table 4.3: Analyses ofParents by EducationalQualifications

	Frequency	Percent
lower education	227	59.1
higher education	157	40.9
Total	**384**	**100.0**

Source: Field Study 2014

The Table 4.3 data showed that 59.1% of the respondents' parents had lower education and the 40.9% of the respondents' parents had highereducation. In other words, parents with lower level of education were more than parents with higher level of education.

Occupation of Parents

Data collected in reference to occupation of parents were summarized in Table 4.4

Table 4.4: Analyses of Parents by Occupation

	Frequency		**Percent**
Blue collar occupation	167		43.5
White collar occupation	217	56.5	
Total	**384**		**100.0**

Source: Field Study 2014

Data presented in Table 4.4 showed that the parents' occupation was categorized broadly into blue and white collar occupation. It was observed from table 4.4, that 43.5% of the parents were engaged in blue collar while 56.5% of the parents were engaged in white collar occupation. By implication, parents who were engaged in blue collar occupation were more than parents who were engage in white collar occupation.

4.2 Answers to Research Questions

The data provided by the respondents to the four research questions of the study were analyzed in Tables 4.5 to 4.8.

4.5 Research Question One: What is the influence of gender on performance of Business Studies students in Kaduna and Kano states?

In order to answer research question one, data collected were analysed and result shown in Table 4.5

Table 4.5: Analyses of Responses on Influence of Gender on Performances of Business Studies Students

S/No	ITEMS	Response categorised				MEAN	DEC
		SA`	A	D	SD		
1	Girls are given the same opportunity as boys to study Business Studies in JSS in Kaduna and Kano states	232	98	16	38	3.36	+
2	There is inequality in making choice by boys and girls to study Business Studies in JSS in Kaduna and Kano states	96	84	68	136	2.36	-
3	Parents expectations play vital role in the academic performance of boys and girls in Business Studies in JSS in Kaduna and Kano states	147	185	27	25	3.18	+
4	The percentage of females to their males counterparts in Business studies influences their academic performances in Business Studies in JSS in Kaduna and Kano states	111	102	127	44	2.73	+
5	The disadvantage suffered by females more than males in the society influences the academic performances in the students of Business Studies in JSS in Kaduna and Kano states	131	82	114	57	2.75	+
6	The equal opportunity given to boys and girls to attend classes, practical, excursions and their instructional activities influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	193	109	29	53	3.15	+
7	The school environment is fair to all gender studying Business studies and this has influenced the academic performance of the students studying Business studies.	198	118	34	34	3.25	+
8	The benefits in terms of monetary or	109	112	83	80	2.65	+

	scholarships that are exclusive to one gender influence the academic performance of students of Business Studies in JSS in Kaduna and Kano states	
	Cumulative mean	2.93

Decision mean=2.5 **Source: Field Study 2014**

The Table 4.5 revealed the perception of respondents on influence of gender on performances of students in Business studies. Among the 8 items in this section, the respondents were of the opinion that Girls were given the same opportunity as boys to study Business Studies in JSS in Kaduna and Kano states as this item attracted the highest mean response of 3.36 with details showing that 330 were in agreement, while the rest 54 were in disagreement. They were equally of the strong opinion that the school environment was fair to all gender studying Business studies and this has influencedperformance of the students as this attracted the second highest mean response of 3.25 with details showing that 316 were in agreement, while the rest 68 were in disagreement. In summary, their response on the influence of gender on performance in Business studies is in the positive as the cumulative mean response of 2.93 on all the 8 items was found to be higher than the decision mean of 2.5

4.2.2 Research Question Two: What is the influence parents' educational qualification on performance of Business Studies students in Kaduna and Kano States?

In order to answer research question two, data collected were summarized in Table 4.6

Table 4.6: Summary of responses on influence of Parents' educational qualification on performance of students in Business studies

S/No	ITEMS	Response categorized				MEAN	DEC
		SA	A	D	SD		
1	Parents Educational background influences the goals and values parents have for their children and this also influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	158	111	27	88	2.88	+
2	Parents irrespective of their Educational background approach the school out of their free will and with confidence to make enquiries and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	138	129	67	50	2.92	+
3	Parents considering their Educational background, value their children's education and it influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	180	125	52	27	3.19	+
4	Parents Educational background affect their attitude towards school and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	152	108	80	44	2.96	+
5	Parents rate of attendance to parents/teachers association meetings organized by the school reflect their level of Educational background and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano States	170	100	72	42	3.04	+
6	Parents with high Educational background encourage independent and hard work, and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	215	110	29	30	3.33	+
7	Children born to mothers who have received high education and having positive attitudes	164	137	41	42	3.10	+

	enjoy a distinct advantage over children not so fortunate and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states						
8	Parents involvement promotes their children's social and interpersonal relations with their whole schooling system and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	152	139	54	39	3.05	+
	Cumulative mean					3.06	

Decision mean= 2.5 **Source: Field Study 2014**

The Table 4.6 revealed the perception of respondents on influence of parents' educational qualification on performances of students in Business studies. Among the 8 items in this section, the respondents were of the opinion that parents with high Educational background encouraged independent and hard work, and this influenced the academic performance of Business Studies students in JSS in Kaduna and Kano states as this item attracted the highest mean response of 3.33 with details showing that 325 were in agreement, while the rest 59 were in disagreement. They were equally of the strong opinion that parents considering their Educational qualification, value their children's education and it influenced the academic performance of Business Studiesstudents in JSS in Kaduna and Kano states as this attracted the second highest mean response of 3.19 with details showing that 305 were in agreement while the rest 79 were in disagreement. In summary, their response on the influence of parents' educational qualification on academic performance of students in Business studies is in the positive as the cumulative mean response of 3.06 on all the 8 items was found to be higher than the decision mean of 2.5.

4.2.3 Research Question Three: What is the influence of parents' occupation on performance of Business Studies students in Kaduna and Kano States?

In order to answer research question three, data collected were summarized in Table 4.7

Table 4.7:The analysis summary of responses on influence of Parents' occupation on performance of students in Business studies

S/No	ITEMS	Response categorised				MEAN	DEC
		SA	A	D	SD		
1	Parental occupation brings out consciousness in the form of beliefs, values and attitude in their children and influences in the academic performance of students of Business Studies in JSS in Kaduna and Kano states	142	154	53	35	3.05	+
2	Parental occupation displays their financial position and the ability to take care of their children and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	145	156	48	35	3.07	+
3	parents feel their occupations are worthy, and in most cases will expect their children to follow suit and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	164	106	61	53	2.99	+
4	Parental occupation is a source of motivation to their children and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	147	136	51	50	2.99	+
5	Parental occupation expectation on their children is in line with their occupational status influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	140	124	87	33	2.97	+
6	Parental occupation status is a more appropriate measure of their students socioeconomic position and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	136	130	75	43	2.93	+
7	Parental occupation evokes competence in their children and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	130	132	76	46	2.90	+
8	Entrepreneurial parents provide a strong example and are a source of influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	181	100	54	49	3.08	+
	Cumulative mean					3.00	

Decision mean = 2.5 **Source: Field Study 2014**

The Table 4.7 revealed the perception of respondents on influence of parents' occupation on the academic performances of students in Business studies. Among the 8 items in this section, the respondents were of the opinion that Entrepreneurial parents provide a strong example and were source that influenced the academic performance of students in Business Studies in JSS in Kaduna and Kano states as this item attracted the highest mean response of 3.08 with details showing that 281 were in agreement, while the rest 103 were in disagreement. They were equally of the strong opinion thatParental occupation displays their financial position and the ability to take care of their children and influenced the academic performance of students in Business Studies in JSS in Kaduna and Kano states as this item also attracted thesecond highest mean response of 3.07 with details showing that 301 were in agreement, while the rest 83 were in disagreement. In summary, their response on the influence of parents' occupation on academic performance of students in Business studies is in the positive as the cumulative mean response of 3.00 on all the 8 items was found to be higher than the decision mean of 2.5.

4.2.4: Research Question Four:What is the difference between academic performance of Business Studies' Students in Kaduna and Kano States?

In order to answer research question four, data collected were summarized in Table 4.8

Table 4.8: Analysis of Difference in Academic Performance between Business Studies Students from Kaduna and Kano states.

Variable	State	N	Mean
Scores (performance)	Kaduna	192	55.77
	Kano	192	57.93

Source: Field Study 2014

The Table 4.8 revealed the academic performance (scores) between Business Studies students from Kaduna and Kano states. Their scores were 55.77 and 57.93 by students from Kaduna and Kano states respectively. This means that there is no difference in academic performance between Business Studies students whoreside in Kaduna and Kano states.

4.3 Test of Null Hypotheses

Z-test was used to test the null hypotheses.

4.3.1 Null Hypothesis One:There is no significant difference between the academic performance of male and female students in Business Studies in Kaduna and Kano State.

In order to test this null hypothesis, the students were divided into their respective gender of males and females. Their academic performance in Business Studies in JSS in Kano and Kaduna states were collated and Z- test statistics was used to determine if possible difference existed between the two groups as summarised in Table 4.9

Table 4.9: Summary of Z- test result for Null Hypotheses One

Variable	Students Sex	N	Mean	Std.dev	Std. Err	Df	z-calculated	z-critical	Sig (p)
Scores (performance)	Male	211	55.81	15.384	1.059	382	1.382	1.96	0.168
	Female	173	58.13	17.516	1.332				

Calculated z<1.96, calculated p> 0.05 Source: Field Study 2014

The data in Table 4.9showed that there is no significant difference in the (scores) academic performance between Male and female students. Reason being that the calculated p value

of 0.168 is higher than the 0.05 alpha level of significance while the z-calculated value of 1.382 is lower than the z-critical value of 1.96, at df 382. Their calculated mean scores were 55.81 and 58.13 male and female students respectively. This implied that gender does not significantly affect the academic performances of the students;consequently the null hypothesis which stated that there is no significant difference in the academic performance between male and female students in Business Studies in Kaduna and Kano State is hereby accepted and retained.

4.3.2 Null Hypothesis Two:There is no significant difference between the academic performance of students in Business Studies whose parents had higher education and those whose parents had lower education in Kaduna and Kano States.

In order to test null hypothesis two, the students were divided into their respective parents' level of education, that is, lower education and higher education. Their academic performance in Business Studies in JSS in Kano and Kaduna states were collated and Z-test statistics was used to determine if possible difference existed between the two groups as summarized in Table 4.10

Table 4.10:Summary of Z- test result for Null hypothesis Two

Variable	Parental education	N	Mean	Std.dev	Std. Err	Df	z-calculated	z-critical	Sig (p)
Scores (performance)	Low	227	50.73	15.345	1.018	382	9.832	1.96	0.000
	High	157	65.70	13.628	1.088				

Calculated z> 1.96, calculated p < 0.05 Source: Field Study 2014

The data in Table 4.10 revealed that there is significant difference in the (scores)academic performance between students from higher and lower parents' educational qualification. Reason being that the calculated p value of 0.00 is lower than the 0.05 alpha level of significance while the z-calculated value of 9.83 is higher than the z-critical value of 1.96, at df 382. Their calculated mean scores in the academic performances were 50.73 and 65.70 by students from lower and higher parents' level of education respectively. This shows that students whose parents have higher education had significantly higher academic performance than their counterparts whose parents have lower education. Consequently, the null hypothesis which stated that there is no significant difference in the academic performance between students in Business Studies whose parents had high education and those whose parents had low education is hereby rejected.

4.3.3 Null Hypothesis Three:There is no significant difference between the academic performance of students in Business Studies whose parents are engaged in white collar jobs and those whose parents are engaged in blue collar jobs in Kaduna and Kano States.

Also to test null hypothesis three, the students were divided into their respective parental line of occupation, which is blue collar job and white collar job. Their academic performance in Business Studies in JSS in Kano and Kaduna states were collated and Z-test statistics was used to determine if possible significant difference existed between the two groups as summarized in Table 4.11

Table 4.11: Summary of Z- test result for Null Hypotheses Three

Variable	Parental Job	N	Mean	Std.dev	Std. Err	Df	z-calculated	z-critical	Sig (p)
Scores (performance)	white collar job	217	60.29	15.811	1.073	382	4.818	1.96	0.000
	Blue collar job	167	52.38	16.109	1.247				

Calculated z> 1.96, calculated p <0.05 Source: Field Study 2014

The data in Table 4.11 revealed that there is significant difference in the (scores) academic performance between students whose parents areengaged in Bluecollar jobs and thosewhose parentsare engaged in White collar jobs. Reason being that the calculated p value of 0.00 is lower than the 0.05 alpha level of significance while the z-calculated value of 4.82 is higher than the z-critical value of 1.96, at df 382. Their calculated mean scores were 60.29 and 52.38 by students whose parents are in white collar jobs and those whose parents are in Blue collar jobs respectively. This shows that students whose parents were in white collar jobs had higher academic performances than their counterparts whose parents were in Blue collar jobs. Consequently the null hypothesis which stated thatthere is no significant difference between the academic performance of students in Business Studies whose parents are engaged in white collar jobs and those whose parents are engaged in blue collar jobs in Kaduna and Kano Statesis hereby rejected.

4.3.4 Null Hypothesis Four:There is no significant difference between the academic performance of students in Business Studies from Kaduna and Kano states

Also to test null hypothesis four, the students were divided into their respectivestates of were collated and Z- test statistics was used to determine if possible significant difference existed between the two groups as summarized in Table 4.12

Table 4.12: Summary of Z- test result for Null Hypotheses Four

Variable	States	N	Mean	Std.dev	Std. Err	Df	z-calculated	z-critical	Sig (p)
Scores (performance)	Kaduna	192	55.77	14.513	1.047	382	1.293	1.96	0.197
	Kano	192	57.93	18.061	1.303				

Calculated z< 1.96, calculated p >0.05 Source: Field Study 2014

The data in Table 4.12 revealed that there is no significant difference in the (scores) academic performance between students from Kaduna and Kano states. Reason being that the calculated p value of 0.197 is higher than the 0.05 alpha level of significance while the z-calculated value of 1.293 is lower than the z-critical value of 1.96, at df 382. Their calculated mean scores were 55.77 and 57.93 by students from Kaduna and Kano states respectively. Consequently the null hypothesis which stated thatthere is no significant difference between the academic performance of students from Kaduna and Kano states is hereby accepted and retained.

4.4 Summary of Major Findings

The following were the major findings of the study

1. Gender had no significant influence onacademic performance of Business Studies students in Kaduna and Kano states.
2. Parents' educational qualificationshad significant influence on theacademic performance of Business Studies students in Kaduna and Kano States.
3. Parents' occupation had significant influence on theacademic performance of Business Studies students in Kaduna and Kano states.

4. There was no difference between the academic performance of Business Studies students who reside in Kaduna state and those who reside in Kano state.

4.5 Discussion of the Findings

This study titled influence of gender, parents' educational qualifications and occupation on academic performance of Business studies students in Kaduna and Kano states, has four specific objectives.

The first objective was to ascertain the influence of gender on performance of business studies students in Kaduna and Kano States. Data collected were analysed, ratedand the results revealed that gender had no influence on academic performance of Business Studies students inKaduna and Kano states. This is due to the fact that the girls are given equal opportunity as boys to study Business Studies in Kaduna and Kano states. This finding is line with Adams andDurowoju (2011) who stated in their research work titled "motivation and gender as determinants of achievement in senior secondary school economics" that the female students did not feel inferior to their male counterparts and thus they were able to compete favourably with them and it appeared the male students did not also feel superior to their female counterparts. Therefore, it implied that both have a level playing ground hence, no gender differences occurred in their academic performance.

The second objective of the study was to determine the influence of parents' educational qualifications on performance of Business Studies students in Kaduna and Kano States. It was found out based on the analysis of the data collected from the respondents that students whose parents were highly educated had higher academic performance than those whose parents had low education. This finding is also line withLongmore (2009) who agreed that the parents' education qualifications along with

monitoring academic assistance and educational support of their children are positively related to good academic achievement.

The third objective was to assess the influence of parents' occupation on performance of Business Studies students in Kaduna and Kano States. Data collected to achieve this objective were presented in Table 4.7 in which the results showed that Parental occupation displayed their financial position and the ability to take care of their children and influenced the academic performance of students in Business Studies in JSS in Kaduna and Kano states. It also revealed that Entrepreneurial parents provided a strong example and were sources of influenceon academic performance of the students in Business Studies in JSS in Kaduna and Kano states. These findings are similar to Weinger (2000) who confirmed that those students from middle class valued their parent's income, felt it would help them obtain their professional career, and saw themselves in similar professional roles as their parents. However, the low income students did not feel their parents would naturally finance their education, or did they have high-level, professional careers images of their parents after which they could model themselves.

Finally, the fourth objective was todetermine the difference between academic performance of Business Studies' Students who resides in Kaduna and Kano States. Date collected for this objective was analyzed and result revealed that the no difference between their academic

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presented the summary, conclusion and recommendations on the influence of gender, parents' educational qualifications and occupation on performance of Business Studies students in Kaduna and Kano states, under the following sub-headings;

5.1 Summary

5.2 Conclusion

5.3 Recommendations

5.4 Limitations of the Study

5.5 Suggestions for further studies

5.1 Summary

The general objective of this study was to determine the influence of gender, parents' educational qualifications and occupation on academic performance of Business Studies students in Kaduna and Kano states. From the general objective, four specific objectives were stated among them was to ascertain the influence of gender on academic performance of Business Studies students in Kaduna and Kano states. Four research questions and four null hypotheseswere also stated. Chapter two presented the literature reviews that are related to this study under the theoretical framework, conceptual framework such as concept of gender, parents' educational qualifications and occupation as well as students academic performance.

The survey design was used in carrying out the study.The population of this study comprised of all the JSS 3 Business Studies students in Kaduna and Kano states. The sampling technique adopted was the purposive and random sampling technique and a total of 384 students were sampled and identified their parents' gender, levels of education and occupation and 24 other questions to determine the influence of gender, parents' educational qualifications and occupation on their academic performances. The students' last performances (scores)were also collected,analysedandthefollowing were major findings:Gender had no influence on academic performance of Business Studies students, Parents' educational qualifications had influence onacademic performance of Business Studiesstudents, Parents' occupation had influence on the academic performance of BusinessStudies students in JSS in Kaduna and Kano States and lastly, there is no difference between the academic performance of Business Studies students who are living in Kaduna state and those living in Kano state.

5.2 Conclusion

Based on the findings in this study, the following conclusions were drawn.Gender had no influence on the academic performance of Business Studies students. By implication, girls were given the same opportunity as boys to study Business Studies in JSS classes in Kaduna and Kano states.

Parents' educational qualifications had influence on the academic performance of the Business Studies students in Kaduna or Kano state. This means that,Parents with high level of Education encourage independent and hard work, and this influenced the academic performance of students positively inBusiness Studies in Kaduna and Kanostates, and reverse is also the case.

Parents' occupation had influence on the academic performance of Business Studies students in Kaduna and Kano states. In order words, parents' line of occupation displayed their financial position and the ability to take care of their children and this determined whether the students had good or poor academic performance.

5.3 Recommendations.

Based on the results, the following recommendations were made

1. School managements should encourage parents during Parents and Teachers Association meetingsand also during admission/ registration of students to confidently visit their children's schools to make necessary enquiry about the academic and moral development of their children.
2. School agents through PTA meetings and other means should urge parents who have low education and also those parents that have no time to complement their children education by hiring additional lesson teachers for them at home. Also, parents who have high education should strive to read through their child's note books and monitor their educational development.

5.4 Suggestions for Further Studies

The researcher suggested the following areas for Further Studies

1. Influence of sociological factors on academic performances of Business Studies students in Eastern states of Nigeria.
2. Influence of parenting styles and involvement on academic achievement of their children studying Business studies in Kaduna state.

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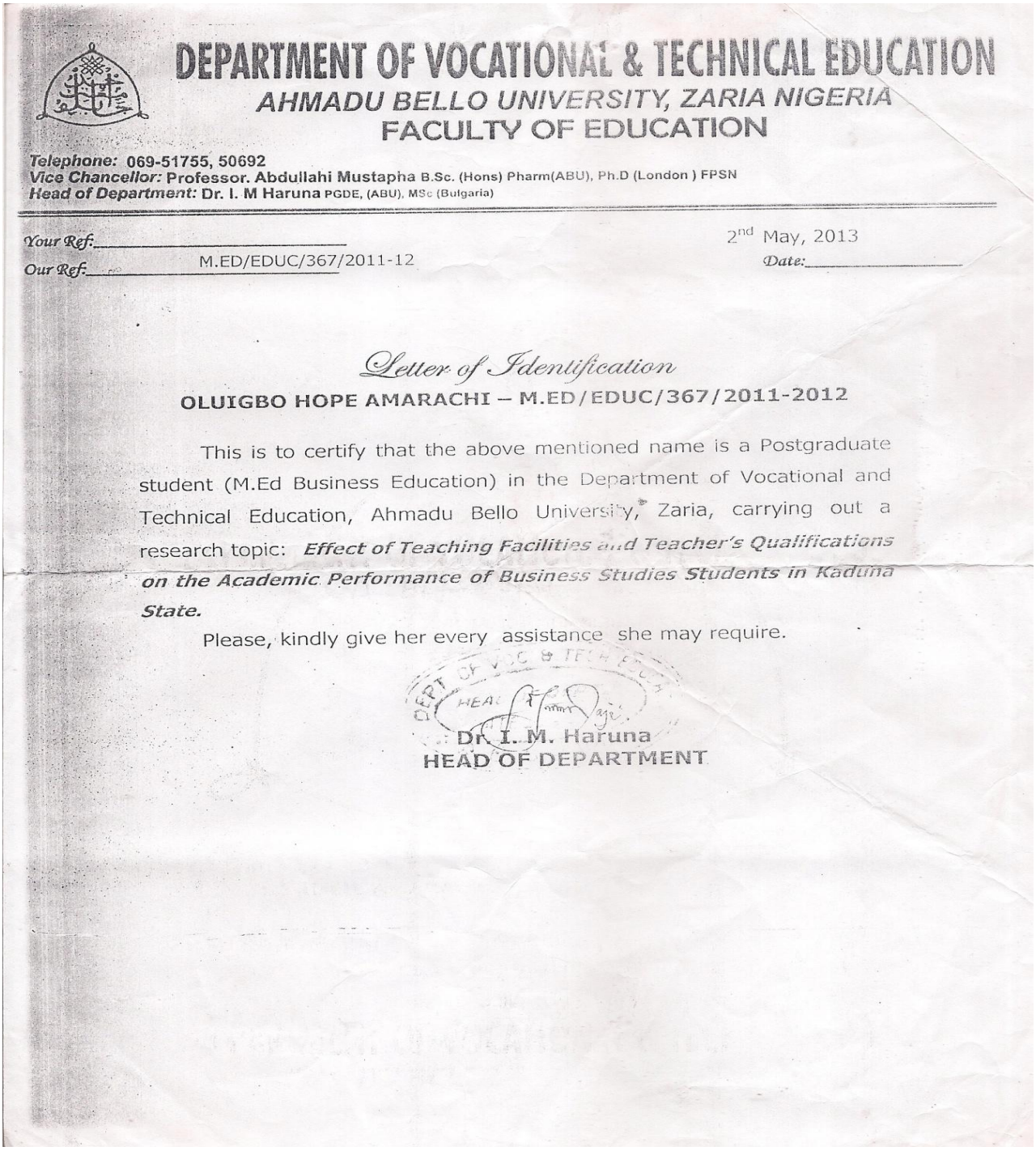
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APPENDIX A:

LETTER OF INTRODUCTION



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department: Dr. I. M Haruna PGDE, (ABU), MSc (Bulgaria)

Your Ref:_____ 2nd May, 2013
Our Ref: M.ED/EDUC/367/2011-12 Date:_____

Letter of Identification

OLUIGBO HOPE AMARACHI – M.ED/EDUC/367/2011-2012

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, carrying out a research topic: ***Effect of Teaching Facilities and Teacher's Qualifications on the Academic Performance of Business Studies Students in Kaduna State.***

Please, kindly give her every assistance she may require.

Dr. I. M. Haruna
HEAD OF DEPARTMENT

APPENDIX B:

PERMISSION LETTER

MINISTRY OF EDUCATION
KADUNA STATE

Telephone; 242222 PBX
Commissioner: 249721
Perm Sec.: 062-249722
Telegram: SECEDUCATE

Ref: NCE/STAT.3/Vol.II/.....

State Secretariat
Independence Way,
Private Mail Bag No. 2017
Kaduna Nigeria

Date: 13/5/13

The Director
BRC
KADUNA

PERMISSION TO CONDUCT RESEARCH

The bearer Mal/Mr./Mrs./Miss/Messrs: OLUGBO HOPE AMARACHI is a student from: ABU ZARIA

for conducting a research on: effect of teaching facilities and teachers qualification on the academic performance of B/Studies students in Kaduna State.

for the award of M.Ed B/Education.

I am directed to convey the Ministry of Education's approval for the above research.

Give him/her your maximum co-operation please.

Officer's Name Yakubu H. Salisu Signature

Designation Ag. SD/PRS Date 13/5/13

THE HON. COMMISSIONER
SIGN.....
DATE.....
MINISTRY OF EDUCATION KAD. STATE

( )
For: Hon. Commissioner

APPENDIX C

INTRODUCTION LETTER FOR QUESTIONNAIRE

Business Education Section,
Dept. of Voc. and Tech. Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir/Madam,

Request to fill questionnaire

I am a post graduate student presently undertaking a Masters Degree programmein Business Education, at the above institution; I am conducting a study titled"The Influence of gender, parental educational background and occupation on the Academic Performance of Business Studies Students in Junior Secondary Schools in Kaduna and Kano States"

Please help to complete the attached questionnaire. The information obtained will be used purely for academic purpose.Kindly respond independently and to the best of your knowledge.

Thank you for your cooperation.

Yours Sincerely,

Oluigbo, Hope A.

APPENDIX D

QUESTIONNAIRE FOR PARENTS

SECTION A

Please tick in the provided boxes.

1. Sex (Gender)

Male ☐

Female ☐

2. Indicate your academic qualifications.

Did not go to school ☐

Primary school certificate ☐

Junior secondary school certificate (WAEC/ NECO) ☐

Senior secondary certificate (WAEC, NECO, NABTEP) ☐

OND/ NCE certificate ☐

HND/ Degree certificate ☐

Postgraduate degree (PGDE, M.ED, M.SC, PHD) ☐

Others (please specify) _____

3. Indicate your occupation _____

Thank you for your participations

APPENDIX E:

QUESTIONNAIRE FOR STUDENTS

SECTION A

Please tick in the provided boxes.

1. Sex (Gender)

Male ☐

Female ☐

SECTION B

The next set of questions asks that you rate the statements below using the provided scale. Please tick the box that most closely represents your feeling about the statement.

The response scale is as follows:

1. Strongly Agree = SA
2. Agree = A
3. Disagree = D
4. Strongly Agree = SD

Ascertain the influence of gender on the academic performance of students of business studies in JSS in Kaduna and Kano States		**SA 4**	**A 3**	**D 2**	**SD 1**
1	Girls are given the same opportunity as boys to study Business Studies in JSS in Kaduna and Kano states				
2	There is inequality in making choice by boys and girls to study Business studies in JSS in Kaduna and Kano States				
3	Parents' expectations play vital role in the academic performance of boys and girls in Business Studies in JSS level				
4	The percentage of females to their males counterparts in Business Studies influences their academic performance in JSS in Kaduna and Kano States				
5	The disadvantage suffered by females more than males in the society influences the academic performance of the Students of Business Studies in JSS in Kaduna and Kano states				
6	The equal opportunities given to boys and girls to attend classes, practical, excursions and other instructional activities influences the academic performance of students of Business Studies in Kaduna and Kano states				
7.	The school environment is fair to all gender studying Business				

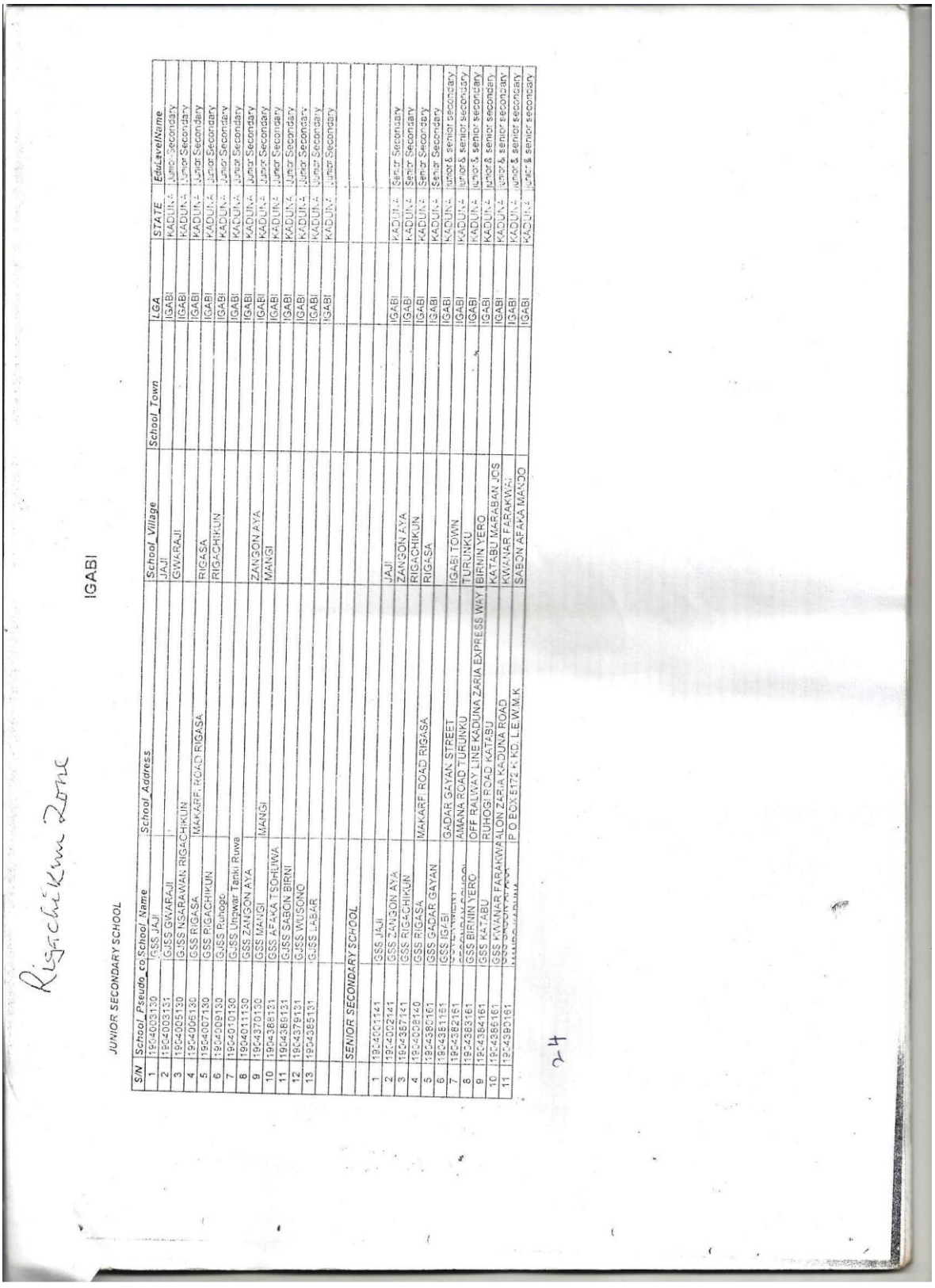
	Studies and this has influenced the academic performance of the students in JSS in Kaduna and Kano states.				
8.	The benefits in terms of monetary or scholarships that are exclusive to one gender influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states				
	Determine the influence of parents' educational background on the academic performance of students of business studies				
9.	Parents' educational background influence the goals and values parents have for their children and this also influences the academic performance of students of Business Studies in Kaduna and Kano states				
10.	Parents, irrespective of their educational background, approach the school out of free will and with confidence to make enquiries and this influences the academic performance of students of Business Studiesin Kaduna and Kano states				
11.	Parents, considering their educational background, value their children's education and it influence their academic performance in Business Studies in Kaduna and Kano states				
12.	Parent's educational background, affect their attitude towards school and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states				
13.	Parents' rate of attendance to parents/teachers' association meetings organized by the school reflect their level of educational background and influence the academic performance of students of business studies in JSS in Kaduna and Kano states				
14.	Parents' with high educational background encourage independent and hard work, and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states				
15.	children born to mothers who have received higheducation and having positive attitudes enjoy a distinct advantage over children notso fortunate and influence the academic performance of students of Business Studies in JSS in Kaduna and Kano states				
16.	Parental involvement promotes their children's social and interpersonal relations with the whole schooling system and influence the academic performance of students of Business Studies in JSS in Kaduna and Kano states				
	Assess the influence of parents' occupation on the academic performance of students of Business Studies in JSS in Kaduna and Kano States.				
17	Parents' occupation brings out consciousness in the form of beliefs, values, and attitude in their children and influences academic performance of students of Business Studies in JSS in Kaduna and Kano state				
18	Parents' occupation displays their financial position and their				

	ability to take care of their children and influences academic performance of students of Business Studies in JSS in Kaduna and Kano States				
19	Parents feel their occupations are worthy, and in most cases will expect their children to follow suit and this influences academic performance of students of Business Studies in JSS level in Kaduna and Kano States				
20.	Parents' occupation is a source of motivation to their children and influences academic performance students of Business Studies in JSS in Kaduna and Kano States				
21.	Parents' expectations on their children is line with their occupational status influences the academic performance of students of Business Studies in JSS in Kaduna and Kano States				
22.	Parents' occupational status is a moreappropriate measure of the student's socioeconomic position and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states				
23.	Parents' occupation evokes competence in their children and influences their academic performance in Business Studies in JSS in Kaduna and Kano states				
24.	Entrepreneurial parents provide a strong example and are a source of influence for their children's performance in Business Studies in JSS in Kaduna and Kano states				

Thank you for your participation.

APPENDIX F:

LIST OF SCHOOLS USED FOR THE STUDY



Rigachikun Zone

IGABI

JUNIOR SECONDARY SCHOOL

S/N	School_Pseudo_cd	School_Name	School_Address	School_Village	School_Town	LGA	STATE	EduLevelName
1	1904005130	GSS JAJI		JAJI		IGABI	KADUNA	Junior Secondary
2	1904003131	GJSS GWARAJI		GWARAJI		IGABI	KADUNA	Junior Secondary
3	1904005130	GJSS NSARAWAN RIGACHIKUN				IGABI	KADUNA	Junior Secondary
4	1904006130	GSS RIGASA	MAKARFI ROAD RIGASA	RIGASA		IGABI	KADUNA	Junior Secondary
5	1904007130	GSS RIGACHIKUN		RIGACHIKUN		IGABI	KADUNA	Junior Secondary
6	1904009130	GJSS Runoge				IGABI	KADUNA	Junior Secondary
7	1904010130	GJSS Unguwar Tanki Ruwa				IGABI	KADUNA	Junior Secondary
8	1904011130	GSS ZANGON AYA		ZANGON AYA		IGABI	KADUNA	Junior Secondary
9	1904370130	GSS MANGI	MANGI	MANGI		IGABI	KADUNA	Junior Secondary
10	1904386131	GSS AFAKATSOHUWA				IGABI	KADUNA	Junior Secondary
11	1904386131	GJSS SABON BIRNI				IGABI	KADUNA	Junior Secondary
12	1904379131	GJSS WUSONO				IGABI	KADUNA	Junior Secondary
13	1904386131	GJSS LABAR				IGABI	KADUNA	Junior Secondary
						IGABI	KADUNA	Junior Secondary
		SENIOR SECONDARY SCHOOL						
1	1904001141	GSS JAJI		JAJI		IGABI	KADUNA	Senior Secondary
2	1904002141	GSS ZANGON AYA		ZANGON AYA		IGABI	KADUNA	Senior Secondary
3	1904367141	GSS RIGACHIKUN		RIGACHIKUN		IGABI	KADUNA	Senior Secondary
4	1904008140	GSS RIGASA	MAKARFI ROAD RIGASA	RIGASA		IGABI	KADUNA	Senior Secondary
5	1904386161	GSS GADAR GAYAN				IGABI	KADUNA	Senior Secondary
6	1904381161	GSS IGABI	GADAR GAYAN STREET	IGABI TOWN		IGABI	KADUNA	Junior & senior secondary
7	1904382161	[illegible]	AMANA ROAD TURUNKU			IGABI	KADUNA	Junior & senior secondary
8	1904383161	GSS BIRNIN YERO	OFF RAILWAY LINE KADUNA ZARIA EXPRESS WAY	TURUNKU	IBIRNIN YERO	IGABI	KADUNA	Junior & senior secondary
9	1904384161	GSS KATABU	RUHOGI ROAD KATABU	KATABU MARABAN JOS		IGABI	KADUNA	Junior & senior secondary
10	1904386161	GSS KWANAR FARAKWAILON ZARIA KADUNA ROAD		KWANAR FARAKWAI		IGABI	KADUNA	Junior & senior secondary
11	1904390161	[illegible]	P O BOX 5172 K KD, L E W M K	SABON AFAKA MANGO		IGABI	KADUNA	Junior & senior secondary

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APPENDIX G:

RELIABILITY ANALYSIS

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.901	24

Item Statistics

	Mean	Std. Deviation	N
Girls are given the same opportunity as boys to study Business Studies in JSS in Kaduna and Kano states	3.13	1.137	40
There is inequality in making choice by boys and girls to study Business Studies in JSS in Kaduna and Kano states	3.00	.934	40
Parents expectations play vital role in the academic performance of boys and girls in Business Studies in JSS in Kaduna and Kano states	3.25	.927	40
The percentage of females to their males counterparts in Business studies influences their academic performances in Business Studies in JSS in Kaduna and Kano states	3.08	.971	40
The disadvantage suffered by females more than males in the society influences the academic performances in the students of Business Studies in JSS in Kaduna and Kano states	3.10	1.008	40

The equal opportunity given to boys and girls to attend classes, practical, excursions and their instructional activities influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.18	1.010	40
The school environment is fair to gender studying Business studies and this has influenced the academic performance of the students of	3.30	.883	40
The benefits in terms of monetary or scholarships that are exclusive to one gender influence the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.15	1.001	40
Parents Educational background influences the goals and values parents have for their children and this also influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.05	.959	40
parents irrespective of their Educational background approach the school out of their free will and with confidence to make enquiries and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.25	.954	40
parents considering their Educational background, value their children's education and it influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.03	1.097	40
parents Educational background affect their attitude towards school and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	2.68	1.163	40

parents rate of attendance to parents/teachers association meetings organized by the school reflect their level of Educational background and influences the academic performance of students of Business Studies in JSS in Kaduna and K	2.95	1.061	40
parents with high Educational background encourage independent and hard work, and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.23	.800	40
Children born to mothers who have received high education and having positive attitudes enjoy a distinct advantage over children not so fortunate and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.18	.958	40
Parents involvement promotes their children's social and interpersonal relations with their whole schooling system and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.10	1.033	40
Parental occupation brings out consciousness in the form of beliefs, values and attitude in their child influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	2.95	1.131	40
pp displays their financial position and the ability to take care of their children and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.00	.847	40

parents think their occupations are worthy, and in most cases will expect their children to follow suit and this influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.33	.971	40
Parental occupation is a source of motivation to their children and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.15	1.001	40
Parental occupation expectation on their children is in line with their occupational status influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.13	.992	40
Parental occupation status is a more appropriate measure of their students socioeconomic position and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.13	.966	40
Parental occupation evokes competence in their children and influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.40	.841	40
Entrepreneurial parents provide a strong example and are a source of influences the academic performance of students of Business Studies in JSS in Kaduna and Kano states	3.15	1.051	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.119	2.675	3.400	.725	1.271	.022	24

APPENDIX H:

T-TEST ANALYSIS

Group Statistics

	sex of student	N	Mean	Std. Deviation	Std. Error Mean
Score	Male	211	55.81	15.384	1.059
	Female	173	58.13	17.516	1.332

Independent Samples Z test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.315	.069	-1.382	382	.168	-2.321	1.680	-5.624	.981
	Equal variances not assumed			-1.364	345.255	.173	-2.321	1.701	-5.668	1.025

Group Statistics

	parent Education category	N	Mean	Std. Deviation	Std. Error Mean
Score	lower education	227	50.73	15.345	1.018
	higher education	157	65.70	13.628	1.088

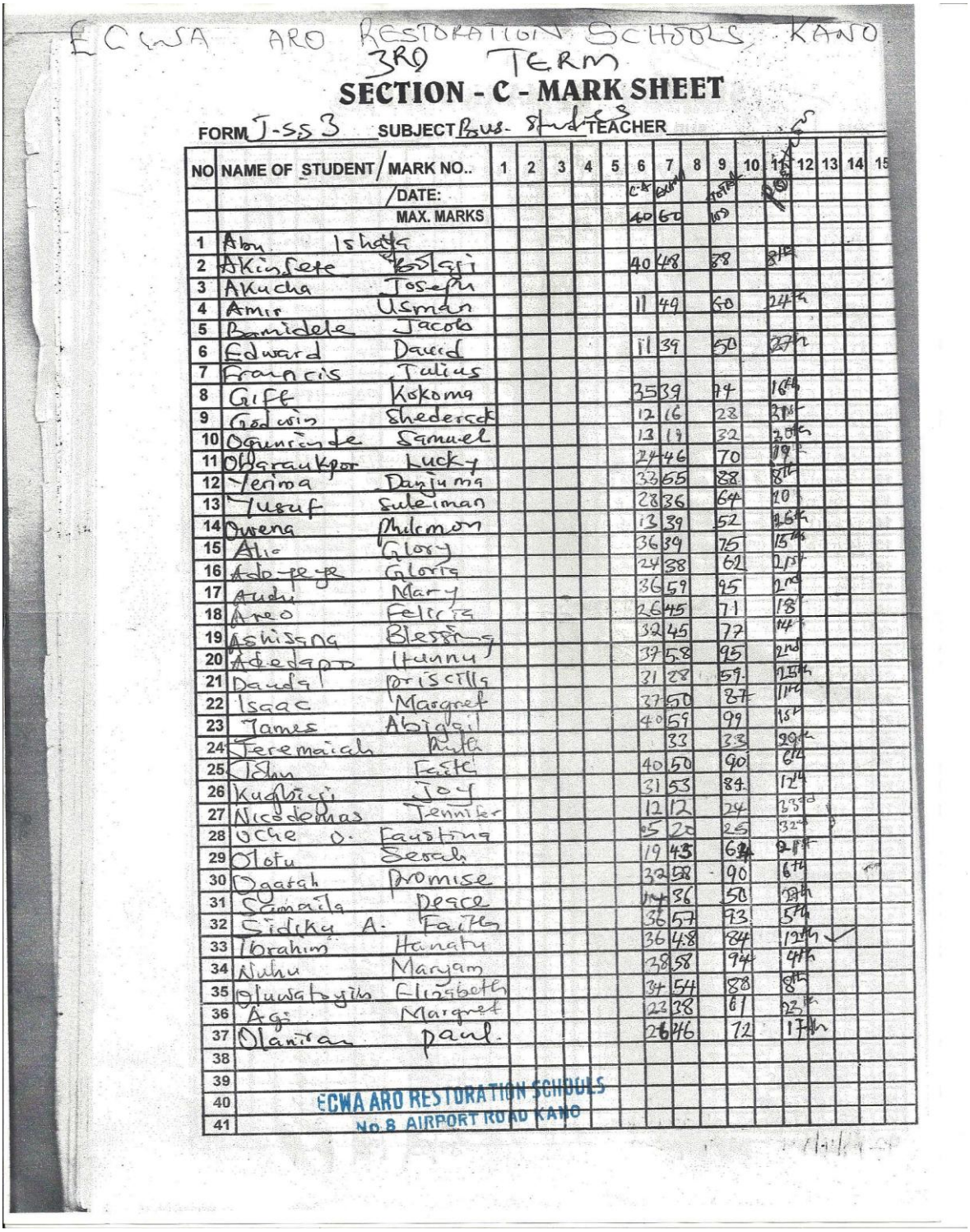
		Levene's Test for Equality of Variances		z-test for Equality of Means						
		F	Sig.	Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.825	.051	-9.832	382	.000	-14.969	1.523	-17.963	-11.976
	Equal variances not assumed			-10.047	358.998	.000	-14.969	1.490	-17.900	-12.039

parental occupations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	white	278	72.4	72.4	72.4
	blue	106	27.6	27.6	100.0
	Total	384	100.0	100.0	

APPENDIX I

STUDENTS' ACADEMIC PERFORMANCE



ECWA ARO RESTORATION SCHOOLS, KANO
3RD TERM
SECTION - C - MARK SHEET

FORM J-SS 3 SUBJECT Bus. Studies TEACHER

NO	NAME OF STUDENT / MARK NO..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	/DATE:						C.A	Exam		100%						
	MAX. MARKS						40	60		100						
1	Abu Ishaya															
2	Akinsete Bolaji						40	48		88		8th				
3	Akucha Joseph															
4	Amir Usman						11	49		60		24th				
5	Bamidele Jacob															
6	Edward David						11	39		50		27th				
7	Francis Julius															
8	Gift Kokoma						35	39		74		16th				
9	Godwin Shederack						12	16		28		31st				
10	Ogunsinde Samuel						13	19		32		30th				
11	Ohgaraukpor Lucky						24	46		70		19th				
12	Yerima Danjuma						33	55		88		8th				
13	Yusuf Suleiman						28	36		64		20th				
14	Owena Philemon						13	39		52		26th				
15	Alio Glory						36	39		75		15th				
16	Adebayo Gloria						24	38		62		21st				
17	Audu Mary						36	59		95		2nd				
18	Areo Felicia						26	45		71		18th				
19	Ashisong Blessing						32	45		77		14th				
20	Adedapo Ifunnu						37	58		95		2nd				
21	Dauda Priscilla						31	28		59		25th				
22	Isaac Margret						37	50		87		11th				
23	James Abigail						40	59		99		1st				
24	Jeremaiah Ruth							33		33		29th				
25	John Faith						40	50		90		6th				
26	Kuglitsi Joy						31	53		84		12th				
27	Nicodemus Jennifer						12	12		24		33rd				
28	Uche O. Faustina						05	20		25		32nd				
29	Olotu Sarah						19	43		62		9th				
30	Ogatah Promise						32	58		90		6th				
31	Samaila Peace						14	36		50		28th				
32	Sidiky A. Faith						36	57		93		5th				
33	Ibrahim Hanatu						36	48		84		12th	✓			
34	Nuhu Maryam						38	58		96		4th				
35	Oluwatoyin Elizabeth						34	54		88		8th				
36	Agi Margret						23	38		61		23rd				
37	Olaniran paul.						26	46		72		17th				
38																
39																
40	ECWA ARO RESTORATION SCHOOLS															
41	No 8 AIRPORT ROAD KANO															

STUDENTS' CONTINUOUS ASSESSMENT AND EXAMINATION RECORD

TABLE 2.1

S/N	NAME	FIRST TERM						
		Continuous Assessment (C.A.) Scores			C.A. TOTAL	EXAM.	GRAND TOTAL	SUBJECT POSITION
		1st C.A.	2nd C.A.	3rd C.A.	30	70	100	
1	ALIYU JIBRIN	—	—	—	—	10	10	
2	ALIYU IBRAHIM	05	02	09	16	20	36	
3	ABDULKARIM YAKUBU	03	04	07	14	20	34	
4	ABUBAKAR ADAMU	06	05	05	16	38	54	
5	ADAMU HASSAN	—	05	05	10	10	20	
6	HABIBU MAGAJI	08	05	07	20	25	45	
7	ADAMU IBRAHIM	05	06	05	16	12	28	
8	AMINU MUAZU	04	04	04	12	—	12	
9	SAIFULLAHI. DAUDA	06	07	03	16	10	26	
10	SAMUSI . M. AMINU	03	04	05	12	10	22	
11	SHUAIBU . M. USMAN	07	04	05	16	20	36	
12	SHUAIBU LAWAL	—	—	—	—	10	10	
13	SAFIYANU ABUBAKAR	03	04	03	10	10	20	
14	MUHAMMAD AHMAD	04	05	05	14	20	34	
15	MUKHTAR SHEHU	—	—	—	—	10	10	
16	KABIRU YUSUF	04	05	03	12	39	51	

ADVISORY: USE **RED INK** FOR SCORES **BELOW** PASS MARK.

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S/N	NAME	FIRST TERM						
		Continuous Assessments (C.A.) Scores			C.A. TOTAL	EXAM.	GRAND TOTAL	SUBJECT POSITION
		1st C.A.	2nd C.A.	3rd C.A.	30	70	100	
17	MUHAMMAD MUSA	05	06	05	16	20	36	
18	MUNTAHIR DAHIRU	—	06	04	10	10+4	24	
19	ILIYASU AHMED	—	—	—	—	10	10	
20	ILIYASU IBRAHIM	07	03	02	12	20	32	
21	ISAH ISIYAKU	07	05	—	12	12	24	
22	FAHAD TASIU	03	04	05	12	28	40	
23	FARUK M. YUSUF	09	05	06	20	42	62	
24	RAYYANU IBRAHIM	07	03	04	14	27	41	
25	ALIWAL IDRIS	05	08	05	18	37	55	
26	ABDULRAHMAN SULEIMAN	—	—	—	—	10	10	
27	ABDULSALAM ABUBAKAR	04	06	—	10	10	20	
28	ABDULSAMAD MUHAMMAD	05	05	08	18	39	57	
29	NASIRU SURAJO	—	05	07	10	—	10	
30	MIKAILU ABUBAKAR	09	07	—	16	10	26	
31	UMAR MUSA LAWAL	05	08	05	18	28	46	
32	YAKUBU HUSSAINI	05	04	05	14	24	38	
33	SULEIMAN LAWAL	07	—	09	16	10	26	
34	MUHAMMAD TUKUR ABUBAKAR	04	05	03	12	33	45	
35	EMMANUEL MATTHEW	—	06	04	10	10	20	
36	BASHIR AMUDA	—	06	09	15	15	30	

THERBOW SECONDARY SCHOOL, ZARIA

RESULT ENTRY SHEET

CLASS: JS 2A TERM: 3rd SESSION: 2013/14

NO IN CLASS: 32 FORM TEACHER: Mrs F Moses

SUBJECT: Business Studies SUBJECT TEACHER: Mr Mba / Mr Sam

S/NO	Names	Admission No	1st CA	2nd CA	Exam
1	Abdullahi, Abubakar Sadiq	2447	24	19	~~39~~ 23
2	Abimaje, Zainab	7056	28	22	37
3	Abubakar, Halima Maude	6392	26	15	26
4	Adams, Abba J Y	6981	25	13	23
5	Adimorah, Patrick Nwabueze	5619 Left	25	23	—
6	Ahara, Chukwuemeka	6665	26	17	32
7	Ahmed, Hassan Kargi	2392	24	22	27
8	Ahmed, Zainab Ibrahim	7189	26	13	26
9	Aliyu, Umar Abdul	32	24	19	20
10	Bappah, Asmau Abubakar	2402	25	12	26
11	Bayero, Mushin S	2395	24	14	19
12	Danraka, Mariya Nuhu	7026	25	18	22
13	Dikko, Abdulwahab Shitu	37	24	17	24
14	Dikko, Aisha	2106	26	17	28
15	Gambo, Faisal Lawal	7334	24	15	15
16	Ibrahim, Hauwa	3243	27	19	32
17	Ibrahim, Sadiya	6270	26	16	31
18	Idris, Zainab Usman	7011	25	18	32
19	Isa, Ahmed Nuhu	204	24	17	21
20	Jibrin, Usman M	2523	24	21	~~11~~ 11
21	Mohammed, Rabia Bello	7004	25	14	28
22	Mohammed, Salim Ahmed	207	24	14	20
23	Mustapha, Usman	161	24	11	~~25~~ 25
24	Nnakenyi, Chioma Miracle	7333	26	17	28
25	Rafindadi, Zainab Sa'ad	50	25	18	30
26	Sanusi, Atika	7057	24	16	15
27	Sha'aban, Khalifa Mohammed	7375	22	16	~~14~~ 12
28	Shehu, Shuaibu	392	25	19	23
29	Tanimu, Aminu Abubakar	150	24	19	19
30	Tijjani, Farid Muhammad	52	27	23	28
31	Usman, Zakariyau	168	24	16	17
32	Zayyana, Aisha	5539	26	16	22

30-May-2014

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THERBOW SECONDARY SCHOOL, ZARIA

RESULT ENTRY SHEET

CLASS: JS 2B TERM: 3rd SESSION: 2013/14

NO IN CLASS: 35 FORM TEACHER:

SUBJECT: B/Studies SUBJECT TEACHER:

S/NO	Names	Admission No	1st CA	2nd CA	Exam
1	Abdul, Ibrahim Ibrahim	163	03	19	07
2	Abdullahi, Abubakar Balarabe	2930	24	19	15
3	Aborishade, Sarah	220	24	18	27
4	Abubakar, Khalid	5880	23	17	23
5	Adamu, Sunfair	6673	23	16	25
6	Adeyinka, Isaac Okikiade	7339	20	19	23
7	Ado, Zayyanu-Abideen	2158	23	18	15
8	Ahmad, Halima Chikaji	7049	09	15	12
9	Ahmed, Hussaini Kargi	2391	20	19	28
10	Akilu, Muazam	3351	24	23	25
11	Aliyu, Abba Ahmad	7048	19	15	20
12	Aliyu, Khadijat	6794	21	20	15
13	Arowolo, Richard Ayomide	6993	25	21	21
14	Babadoko, Umar Ahmadu	2116	22	20	18
15	Gambo, Usman Lawal	7335	24	18	26
16	Haruna, Abdul Hafiz	34	20	21	12
17	Ibrahim, Abdallah	6310	17	18	34
18	Ismail, Hafsat Dahiru	2125	18	18	17
19	Ismail, Maryam	7349	26	22	14
20	Lawal, Ayman	3258	20	15	16
21	Makarfi, Auwal Shehu	80	18	18	24
22	Mudashir, Ridwan	7009	21	19	15
23	Nasarawa, Fatima Nasiru	6987	27	21	27
24	Ogunlade, Tosin	6991	19	19	16
25	Sabo, Hafsatu H	10	23	22	16
26	Said, Bilkisu Aliyu	2111	16	18	18
27	Salman, Aishatu	197	25	21	20
28	Suku, Thaddeus Likita	6975	22	16	12
29	Suleiman, Fadila	7012	30	21	19
30	Umar, Abdulhamid Ahmed	7244	21	17	25
31	Usman, Hafsat Musa	7353	19	14	14
32	Usman, Yasir	5616	19	20	18
33	Yahaya, Ahmed	7030	27	24	25
34	Yahaya, Safwan	5944	22	18	25
35	Yakasai, Ibrahim K	146	23	18	16

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THERBOW SECONDARY SCHOOL, ZARIA

RESULT ENTRY SHEET

CLASS: JS 2C TERM: 3rd SESSION: 2013/14

NO IN CLASS: 43 FORM TEACHER: Mr J C Ohambele

SUBJECT: Business Studies SUBJECT TEACHER:

S/NO	Names	Admission No	1st CA	2nd CA	Exam
1	Abduljalal, Faruk	47	24	17	14
2	Abubakar, Halimat S-B	189	13	18	13
3	Abubakar, Muhammad Auwal	210	23	19	15
4	Abubakar, Nizamudeen	7394	16	18	15
5	Adamu Jajere, Fatima	6736	15	19	14
6	Adeshina, Hillary King	6978	06	17	11
7	Ahamed, Faddal Sambo	2580	23	24	17
8	Ahmed, Abdullahi Kargi	2275	10	16	15
9	Ajayi, Muktar Tobiloba	7005	19	19	
10	Aliyu, Abubakar Ahmed	2637	27	25	30
11	Aliyu, Zainab Abdullahi	2364	17	18	11
12	Aminu, Aliyu Saidu	7055	29	15	26
13	Aminu, Hayatudeen	74	07	19	06
14	Baita, Nimrod Bosan	2234	20	22	19
15	Danmallam, Hussaini Mohammed	22	13	21	22
16	Eyo, Loveth Linus	7405			
17	Farid, Mohammed	2373	29	21	31
18	Folorunsho, Amirat	6997	22	22	19
19	Gabriel, Stella Nymari	3137	14	19	12
20	Hassan, Sadiq Balarabe	7035	20	20	06
21	Iliyasu, Hassan	7046	05	19	16
22	Isah, Ahmed Adio	6750	14	18	12
23	Jari, Francis	6992	18	24	25
24	Kasai, Nchat Patience	2167	29	23	28
25	Lukman, Rahma Yusuf	6705	19	22	17
26	Mansur, Ma'aruf M	7345	18	23	19
27	Maude, Abubakar Sadiq	2160	04	22	26
28	Mohammed, Fatima Shehu	2126	18	22	18
29	Mohammed, Shehu	6724	09	21	10
30	Mustapha, Mustapha	104		29	17
31	Nkwocha, Johnfrancis Chukwuebi	7326	17	24	15
32	Oderinde, Precious Ayomide	6984	09	22	22
33	Sada, Zulaihatu Naiya	2614	20	22	23
34	Sani, Hafsat	2138	13	21	13
35	Sanusi, Muhammad Ibrahim	2885	09	21	27
36	Sha'aban, Hafiz Mohammed	7376		16	29
37	Shehu, Amira Baraka	5533	28	25	34
38	Sulieman, Salim	7003	24	30	26
39	Sulieman, Zakiyya	7361	09	18	11
40	Tsiga, Ismail Shehu	2383	08	18	18

30-May-2014

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S/NO	Names	Admission No	1st CA	2nd CA	Exam
41	Umar, Aliyu S	2041	22	19	16
42	Usman, Muhammad Musa	7352	22	30	25
43	Yusuf, Rabi Ibrahim	36	23	19	22

	BUSINESS STUDIES JSS 2		C.A 40	EXAMS 60	TOTAL 100	GRADE	POSITION
1.	ABUBAKAR	ABBA	27	34	64		10th
2.	ANUJO	EMMANUEL	4	12	16		30th
3.	EDMOND	CHINAZA	13	25	38		26th
4.	GAMBO	GABRIEL	13	21	34		27th
5.	GRANT	NOEL	24	46	70		6th
6.	OKESHOLA	EZEKIEL	14	10	24		29th
7.	MUOH	EBUKA	29	31	60		14th
8.	ISAAC	MATTEW	27	36	63		12th
9.	EMMANUEL	ADELEYE	23	28	51		21st
10.	GIDEON	AKINMOJI	29	32	61		13th
11.	ADEBAYO	ADEYINKA	26	21	47		23rd
12	AGBOOLA	ESTHER	25	39	64		10th
13.	AMADI	RUTH	22	31	53		18th
14.	ADELEKE	RHEMA	27	41	68		7th
15.	ALABI	SARAH	31	34	65		9th
16.	AUSTIN ABU	BLESSING	37	51	88		1st
17.	CHIMA	JOY	18	12	30		28th
18.	DARAMOLA	RUTH	25	31	56		17th
19.	JONAH	MMESOMA	28	19	47		23rd
20.	JACOB	DEBORAH	28	21	49		22nd
21.	INTANYI	NKEMDILIM	30	45	75		5th
22.	EKEOMA	THERESA	19	33	52		20th
23.	OGUNDIJI	RHODA	34	24	58		16th
24.	ONAH	GLADYS	35	46	81		2nd
25.	OLADEJO	JULIANA	18	35	53		18th
26.	OYEKALE	COMFORT	26	40	66		8th
27.	OYEWALE	ITUNU	35	41	76		4th
28.	UBA	MARY	33	44	77		3rd
29.	GODIYA	FILIBUS	18	27	45		25th
30.	DEBORAH	GRANT	29	30	59		15th
31	AYINDE	MARY	–	12	12		31st

EXAMINATIONS & RECORDS OFFICE
16 OCT 2014