

**INFLUENCE OF SOCIO-ECONOMIC STATUS OF PARENTS ON SECONDARY
SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN BUSINESS STUDIES
IN KADUNA STATE, NIGERIA**

BY

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NOVEMBER, 2017

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BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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EDUCATION**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

NOVEMBER, 2017

DECLARATION

I declare that this work entitled “influence of socio-economic status of parents on secondary school students’ academic performance in business studies in Kaduna State, Nigeria” has been carried out by me in the Department of vocational and technical education, under the supervision of Prof. A. A. Udoh and Dr. R. T. Umar. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any University.

Paul Adah

Date

CERTIFICATION

This dissertation entitled “INFLUENCE OF SOCIO-ECONOMIC STATUS OF PARENTS ON SECONDARY SCHOOL STUDENTS’ ACADEMIC PERFORMANCE IN BUSINESS STUDIES IN KADUNA STATE, NIGERIA” by Paul ADAH meets the regulations governing the award of the degree of master of business education of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Date

DEDICATION

This research work is dedicated to my wife, Kushiak and to the memory of my late Son, Zisan, and my cousin, Jerry Ibrahim.

ACKNOWLEDGMENT

The researcher appreciates the contributions of his supervisors, Professor Anthony A. Udoh and Dr R. T. Umar. The researcher also acknowledges the tremendous contributions of his internal examiners, Dr S. S. Amoor and Dr A.Guga. More so, the researcher appreciates all the lecturers in the Department of vocational and technical education and that of Department of Home Economic, Dr S. Ibrahim, Prof. B. I.Okeh, Dr C. Uguru, Dr M. O. Ayorinde, Dr H. A. Abdullahi, Prof. E. E. Adamu, Prof. P. E. Onuigbo, Dr M. A. Abubakar, Prof. A. Z. Mohammed, Prof. T. O.Ojo, Prof. E. Ike, Prof.S. L. Ajayi and Dr. F. M.Ahuwan for their immense contribution during all the seminars presented and Post data seminar which brought the study to this final stage.

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ABSTRACT

This study was conducted on influence of socio-economic characteristics of parents on secondary school students' academic performance in business studies in Kaduna State. Three specific objectives, three research questions were stated to guide the study and three hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study covered eight hundred and fifty two JSS two business studies' students in three public junior secondary schools, in Kaduna State with a sample size of one hundred and seventy business studies' students. Tables, frequency and percentages were used to analyze the demographic data, mean and standard deviation were used to analyze the research questions while t-test was used to test the three hypotheses at 0.05 level of significance. The result of the analysis revealed among others that parents' level of education and occupation influenced academic performance of business studies' students in government junior secondary schools in Kaduna State. In view of this, the study concluded that failure in junior secondary schools' examinations (JSCE) will continue to rise if parents do not employ their socio-economic status on their children upbringing in school. In line with the conclusion, the study recommended among others that, parents should give proper attention to their children, monitor their activities in and out of school and provide home tutors and ensure that home work is done and provide along with learning materials as this would go a long way in improving the academic performance of their wards in business studies in Kaduna State.

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ABBREVIATIONS

AAT-	Academic Achievement Test
ANOVA-	Analysis of Variance
CGPA-	Cumulative Grade Point Average
DIF-	Demographic Information Form
ERC-	Education Resource Centre
FRC-	Federal Republic of Nigeria
GJSS-	Government Junior Secondary School
HS-	High Score
IQ-	Intelligent Quotient
JSSCE-	Junior Secondary School Certificate Examination
LS-	Low Score
OECD –	Organization for Economic Cooperation and Development
PTA-	Parent Teacher Association
SPSS-	Statistical Package of Social Sciences
VHS-	Very High Score
VLS-	Very Low Score

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education plays a prominent role in the overall development of a Nation. Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering right attitudes and habits. Hornby (2001) defines education as a process of teaching, training and learning especially in schools or colleges, to improve knowledge and development of skills. The responsibility of training a child always lies in the hands of the parents. And parents are the most important and influential elements in the lives of their children. They have the power, ability to shape, sustain and develop their children who will be interested, creative and tolerant, through their positive involvement in the learning process and educational activities. On the other hand, parents who do not involve in their children educational process are likely to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their achievements. In addition, Adeyemo (2001) explains that the child's first place of contact with the world is the family. The child as a result acquires initial education and socialization from parents and others significant persons in the family. The parents indeed are the child's first teacher, and when parents are involved in the education of their children; having interest in mathematics early enough, such children are likely to perform and achieve better result later.

In another development, academic attainment is an important parameter in measuring success in students. Observation and reports have shown that success or higher academic performance has become a herculean task to accomplish by students in recent times. Poor academic performance was recorded both at the secondary schools and tertiary levels of education in Nigeria. The performance of students at all levels of educational institutions in Nigeria has attracted much criticisms from all and sundry. Poor academic performance of

students has been of great concern to educationist, guidance and counselors in particular. Despite all guidance programmed and counseling strategies mounted in schools to improve the students' academic performance that were recorded yearly. It becomes necessary to find out the causes of such poor academic performance in Nigeria's secondary schools. Though these poor academic performances have been attributed to students' factors such as attitude to school, approach to learning and academic self-concept. Apart from the students' school factors, parents' factors such as parents' supportiveness, poverty, gender, values also cause poor academic performance. More so, other socio-economic status of parent includes parental education, parents' occupation, and parents' family size. The socio-economic status therefore is a way of dividing members of the society in terms of wealth, prestige and live chances. Hornby (2001) sees socio-economic as relating to society and economic of people from different background. The socio-economic status of a family may likely affect the schooling of the children either positively or negatively. Parental education is one of the socio-economic variables likely to influence academic performance of students. The occupational statuses of parents as another socio-economic variable likely influence students' academic performance positively or negatively.

The family size is another socio-economic status that is likely to influence students' academic performance. Family size therefore deals with the number of siblings in the family. The more the family size, the less sufficient would be the resources to cater for the family, vice versa. Therefore, it is on the basis of the variables so far discussed that the background of this study is based.

In the Federal Government of Nigeria (2004) national policy on education, has been adopted in education as an instrument "par excellence" for effective national development. However, despite the government's commitment to education, the quality of education in our schools seems to have been somewhat declining, thereby giving successive governments'

serious concern. Similarly, the indicator of this poor quality of education is apparently visible in the somewhat poor in the Junior Secondary School Certificate Examinations (JSCE) in recent years. For instance, in year 2013, about 74.6% students performed poorly while 25.4% did well in JSCE. (Kaduna State education resource centre, 2013). The poor performance in the junior secondary school examinations has been blamed on the students' inability to face their studies squarely as well as parents' inability to offer their socio-economic support to their children. Unfortunately, business studies is one of such secondary school subjects that have been plagued by poor performance. Business studies is an important subject in the school's curriculum as it is considerable body of knowledge that is useful to the nation. Business studies is an aspect of vocational education. It is also a fundamental subject which can be seen as a basic necessity for understanding the economic developmental process, not only at the individual level but at the national level.

As a matter of fact, business studies is regarded as a pre-vocational course, which is offered to provide opportunity for gainful employment or for self-employment. Aliyu(2001) has pointed out that, the aim of business Studies is to educate students in a cluster of skills or specific jobs. This is because of the belief that such skills would enable a student to be minimally competent in many specific tasks and also be able to develop the proper attitudes to service that are required in the business office. Also, based on the prospect that business studies offers to the learners, the researcher expect that effective teaching of the subject in Kaduna State may likely render it as one of the subjects that may make possible contribution to the economic development of the state.

1.2 Statement of the problem

There have been numerous controversies over the question of academic performance of Nigeria secondary school students. The low performance of students especially the JSCE has clearly lent credence to this study. The academic performance of the students is a

reoccurring issue, usually both in and outside the academic circles. Teachers are often blamed for low academic performance of the students, without actually finding out other related factors that can contribute to the students' problem as far as academic is concerned. Most people are quick in pointing accusing fingers on both the child and the teachers, should the whole problem be heaped on the teachers who always want the best from their students? The truth is that the foundation of the child socialization is laid at home, more so, they spent more time at home than in school. Many factors in the family could have contributed to the high or low performance of the students. More so, students' massive failure in Business studies at the junior secondary school's certificate examination in Kaduna State in recent times precisely in 2011 to 2014 is considered alarming and this does not seem to augur well for Kaduna State government. Some researchers tend to attribute the massive failure of students in examinations to poor teaching methods, while others observed that students are responsible for the massive failure as a result of poor reading habit and lack of interest in the subject. Abubakar, (2015) has observed that inadequacy in reading habit affects not only reading for leisure but also for academic success.

The evidence of this poor academic performance of the students can be seen in JSCE conducted by Kaduna State government in year 2013; the results revealed that 74.6% of the students who sat for Business studies examination performed poorly while only 25.4% did well. (Kaduna State Education Resource Centre, 2015). In view of this, the researcher had an urge to carry out this study using empirical evidence to find out precisely whether socio-economic status of the parents influence academic performance of students of Business studies in Government Junior Secondary Schools in Kaduna State, Nigeria.

1.3 Objectives of the Study

The main objective of this study is to assess the influence of socio-economic status of parents on secondary school students' academic performance in business studies in Kaduna state, Nigeria. Specifically, the study seeks to:

- i. Determine the extents to which parents' level of education influence business studies students' academic performance in Kaduna State.
- ii. Determine the extents to which occupations of parents influence their business studies students' performance in Kaduna state.
- iii. Determine the extents to which parents' family size influence their business studies students' academic performance in Kaduna state.

1.4 Research Questions

The research work provides answers to the following questions:

- i. To what extents does parents' level of education influence their business studies students' academic performance in Kaduna State?
- ii. To what extent do the occupations of parents influence business studies students' performance in Kaduna State?
- iii. To what extent do parents' family sizes influence business studies students' academic performance in Kaduna state?

1.5 Testing of Null Hypotheses

In line with the general and specific objectives, the following null hypotheses were tested at 0.05 level of significant.

- i. There is no significant difference between performance of business studies' students whose parents have higher educational qualification and those with lower educational qualification in secondary schools in Kaduna State.

- ii. The occupations of parents do not significantly influence the performance of male and female business studies' students in secondary schools in Kaduna state.
- iii. The family size of business studies' students do not significantly influence their academic performance in secondary schools in Kaduna state.

1.6 Significance of the study

The findings of the study are expected to be beneficial to the following:

The findings of the study would be of tremendous benefit to business studies teachers which would help them have better understanding of the influence of parents' education on academic performance of students. This will go a long way to affect the teaching and learning of business studies in junior secondary schools in Kaduna State. Hence, they will provide the students with positive educational guidance such as the choice of future career in business that would be of beneficial to them in their chosen occupation. And equally advice parents through Parents Teachers Association (PTA) to sensitize them on ways to take care of their children's education and improve their academic performances.

The findings of the study would be useful to junior secondary schools' students to suggest measures to understand their parental statuses and this will enhance effective and better academic performance of the students.

The findings of the study would be beneficial to parents to provide them with information on how they would improve or otherwise the academic performance of their wards positively or negatively. Also, the findings would help parents to counsel and guide their children both at home and in school. More so, it will assist parents to take up their responsibilities as parents.

The findings of the study would also be significant to educational authorities by providing educational facilities and equipment such as computers and text books to facilitate effective learning in order to provide functional education in the society. This will help

students from less privileged parents used such materials they would not be provided by the home.

1.7 Basic Assumptions of the study

For the purpose of the study, it is assumed that:

- (i) Parents' education influences academic performance of Business studies' students in secondary schools in Kaduna State.
- (ii) Parents' occupation influences academic performance of male and female students of Business studies in secondary schools in Kaduna State.
- (iii) Parents' family size influences academic performance of male and female Business studies' students in secondary schools in Kaduna State.

1.8 Delimitation of the Study

The study is delimited to government junior secondary schools in Kaduna State and specifically, junior secondary schools' (JSS2) business studies students in three selected Government Junior secondary schools (GJSS) Sabontasha, Television, and U/Baroin Kaduna state. This JSS2 Students were selected because they have more knowledge of the subject and covered a large portion of the syllabus of business studies. The schools were selected as a result of been the oldest schools in that area. Also, the study was delimited to students' respective parents/guardians who are civil servants or public servants in Kaduna state. This was because of their level of employment status, education, and family sizes. More so, the study is delimited to students' promotional examinations result records, because it showed the students' academic performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature and is organized under the following sub-headings.

- 2.1 Theoretical framework
- 2.2 Concept of business studies
- 2.3 Socio-economic status of parents
 - 2.3.1 Parents' education and academic performance
 - 2.3.2 Parents' occupation and academic performance
 - 2.3.3 Parents' family size and academic performance
- 2.4 Related Empirical studies
- 2.5 Summary of the reviewed of literature

2.1 Theoretical Framework

The study adopted the Theory of Demand for Children by Berger (1980). The theory predicts that the number of children in a family depend on family income, and the cost of rearing and training children. Income plays a role in determining family size because families with higher incomes are more able to afford additional children. In terms of the cost of rearing children, direct cost associated with having children include among others, food, clothing and health-care expenses. In addition to these direct costs, there is also the relative cost of having a child is affected by the opportunity cost of child, rearing as measured by the parents' wage to a lesser extent, which may affect the number of children and adults in a family by altering the relative cost of having a child and creating incentives or disincentives to marry. More so, individual preferences will affect family size. Family size is also noted for its influence on variables like poverty, literacy, health, education among others. These results are also based on environmental, economic, cultural, and social factors. In agreement

to Berger (1980), Alvin (1984) postulates that regardless of ability, youth from the higher social strata compared to the others do better in school, stay longer, and are ultimately prepared to move into higher status occupations. Although family size appears to have a strong direct effect on school performance in early childhood than in late adolescence, the advantages tend to be cumulative. Also, Nuttall (2000) in supporting the theory of demand for children, concludes that boys from small families tend to have better academic achievement than boys from large families and are probably more influenced by peer groups who tend to have anti-academic values. More so, if children developed verbal and cognitive skills through interaction with parents, those from small families will spend more time with parents than with peers and siblings, as compared to children from large families. Also, parents are also to keep track of their kids, and their discussions to ensure prompt attention. Such parents even go to the extent of helping their children with their homework.

The www.hhs.gov (2005) in supporting the theory of demand for children posits that socio-economic status of parents often weights the effect of social class, as seen in the achievement of working-class giving medication and nutrition, this has made children from better socio-economic parents better off economically. Also, these families have comparatively been able to educate their children to higher levels of educational attainment, compared with their compatriots with less socio-economic status. Educational attainment seems as possessing positive influence on their respective family sizes, particularly small family of 3 children. Also, Eweniyi, (2005), notes that the family size educational level and parents' occupation significant influence students' performance and mental development. This is because providing a supportive learning environment at home requires parents' time and financial resources. However, Tenibiaje, (2009) points out that single parent have less time to help children with homework and less likely to use consistent discipline, and less parental control and all of these conditions may lead to lower academic achievement.

The implication of this theory to the present study lies on the fact that students' academic performance in school is mediated by their upbringing which perhaps is influenced by the socioeconomic status of the parents. Parents that have better socio-economic status would likely support their children in their pursuit for academic excellence and this would go a long way in improving their academic performance.

2.2 Concept of Business Studies

Business study is an integrated approach to the study of business administration which comprises of five components: Office practice, book keeping, commerce, shorthand and typing. Business studies as a vocational subject, prepares students to acquire skills for self-reliance. Nwaokolo and Ahukannah (2001) noted that business studies is an integrated subject's combination which comprises of office practice, shorthand, typing, book keeping and commerce. The authors further explain the components of business studies, thus: Office practice is one of the components of business studies which deals with how clerical activities are being carried out in an office, such as receiving, recording, arranging, supplying and processing information and safe guarding assets etc.

Commerce is that branch of man activities which is concerned with the distribution and exchange of products of nature and of man. Commerce deals with the study of exchange and those activities that facilitate exchange of goods and services in our economic system. Book keeping has to do with recording of money transactions according to some principles. The records reveal such transactions whether is credits or cash transactions. Typing is the act of printing letters on paper by means of keys through using a machine called a typewriter. When these keys are struck with fingers, they make an impression on the paper through an ink-laden ribbon.

Adebusi (2001) equally defines typewriting as the act of producing print like character on paper by pressing keys on the machine called typewriter. This is to meet the need to

communicate in most appropriate manner by writing. It helps students to produce mails documents at any giving time with emphasis of good techniques. Shorthand is the art of representing spoken sounds by written signs. These signs are represented using simple strokes as consonants and dots and dashes as vowels. More so, Adebusi (2001) also defines shorthand as a symbol method of writing rapidly with quick made symbols. Adebusi further points out that shorthand is an inevitable tool, because it works through the medium of language, its educative value can be seen in the area of temperament standard of work and attitude of the mind. It is a practical skills as well as basic scientific knowledge.

In another development, Adeshina (2007) notes that business studies have some common competencies expected in a student, among them include the following:

Specific task such as managing sales, posting journal to the ledger and use of word processing. Students expected learning competencies expressed in the form of common office function such as structuring, assessing, capturing and dissemination of information.

Adeshina(2007) further points out that if we are producing junior secondary school graduates for jobs, then, they must be produced for current jobs and not jobs that stopped existing some years ago. Also the instructional principles of competency based vocational curriculum content do not fall in line with conventional norm- referenced assessment techniques. The researcher further noted that for students of business studies to perform well, there must be:

- (i) Qualified teachers of business studies
- (ii) Facilities and equipment for the activities in the curriculum.
- (iii) Administrative support from government and school authorities.
- (iv) Teaching aids and materials such as relevant and current text books, well equipped typing pool and computer room etc.
- (v) Incentive for the teachers etc.

In another development, the performance of students in JSSCE in business studies in recent years fluctuated (Kaduna state Education Resource Centre,(ERC 2015). Also, the number of candidates that sat for business studies from 2011 to 2014 continuing to increase, with the exception of year 2012 with a little fluctuation. In the year 2011, the students that sat for the junior secondary school certificate examination (JSSCE) were 73,106 and those that did well were 28.7% while 71.3% performed poorly. In year 2012, 69,946 students sat for the JSSCE, and the records showed that 29.5% performed well while 70.5% result was poor. Also, in the year 2013, 74,274 students sat for the JSSCE, 25.4% had good performance while 74.6%. Also, in the year 2014, 75,268 students sat for the JSSCE, 47.7% results were good while 52.3% results.(Kaduna State Education Resource Centre, 2015). Generally, looking at the performance of the students in these years JSCE, it can be deduce that the performance of the students were not good.

The junior secondary school system came into being as a result of the implementation of the 6-3-3-4 system of education as contain in the national policy on education (Federal Government of Nigeria, 2004). Aliyu (2001) noted that the junior secondary school is design to meet the needs and interest of early adolescent pupils and to develop their varying abilities. It is a school system that for the first time in the pupil's school experience, helps him to explore his aptitude and interest and to inquire into the kinds of work to which he might wish to devote him. Aliyu (2001) highlights the objectives of business studies to include:

- (i) 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 student in making up his mind to pursue business related career later in life.
- (ii) Business studies 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 toward the senior secondary school business curriculum, while the attention of the student who lacks the basic abilities needed in business occupation may be turned to the non- business curriculum.

- (iii) Helping students to have opportunity to develop some elementary business knowledge and simple skills that can be useful personally to the students, for example typewriting.
- (iv) 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.
- (v) Business studies at the junior secondary school level serves as a foundation for the studies of advanced business subjects.

According to national policy on education, the objectives of secondary school level of education are: preparation of students for useful living within the society and preparation for higher education federal republic of Nigeria (FRN 2004).Based on these objectives of business studies stated above, in essence business studies is to educate students in a cluster of skills for numerous specific jobs. This is because of the belief that such skills will enable a student to be minimally competent in many specific tasks and also to enable him to develop the proper attitudes to service that are required in the business office. Business studies seek to provide many facet occupational skills and wide technical background.

The importance of business studies cannot be over emphasizing considering its contributions to national development. Business studies enable students to understand various business activities. It allows students to understand the necessity for the existence of various businesses. Furthermore students are able to differentiate between types of businesses. Example agriculture as a business is quite different from provision of services

such as banking, insurance, hairdressing or the selling of finished products. Business studies enable students to develop keen interest in various form of business which they can take up after leaving school.

In agreement to this, Aliyu (2001) notes that the importance of business studies cannot be over emphasis because it helps students to make informed decisions in everyday business of living; It gives one a better understanding of the world of work; it encourages the students to think about how and why people start up in business and it encourage a positive attitude to enterprise and developing appropriate skills. Also Adebusi (2001) points out that business studies through the knowledge of shorthand is essential to note taking, mold life, instill discipline by being careful when writing, builds confidence into writers, help students to be efficient in reading, writing, and spoken skills and can be used to record speeches at meetings or as a means of keeping secret writings.

Business studies provide a valuable introduction for students who may wish to further in economics, law, banking, accounting and other related profession. It helps us to become wise consumers and thus to obtain satisfaction from spending our money. Adeshina (2007) notes that business studies help students to perform some specific tasks such as: managing sales, posting journals to the ledger, use of word processing and structuring, assessing, capturing and dissemination of information.

2.3 Socio-economic Status of parents

Socio-economic Status involves a combination of social and economic factors, such as parents' education, parents' occupation and family size, income and social position of persons. The socio-economic status therefore is a way of dividing members of the society in terms of wealth, prestige and life chance. Hornby (2001) defines socio-economic as relating to society and economic of people from different background. The socio-economic status of a family affects the schooling of the children either positively or negatively. Rothmas (2003)

suggests that children from low socio-economic conditioned families do not have a study environment in their homes to have a positive influence on their academic performance at school. In addition, Croll (2004) states that when compared with other students with a lot of opportunities, they achieve better results in some examinations, continue their education for a longer time, and have a better chance at pursuing higher education. Socio-economic status of the family has an important effect on the student's academic performance at school. According to the organization for economic cooperation and development (OECD) (2005), academic performance at school is not only linked with school- related factors but also with the socio-economic environment in which students are raised.

Socio-economic status of parents influence academic and educational success of students and their school work. It is obvious, therefore, that the quality of parents and home background of a child go a long way to predict the quality and regularity of the satisfaction and the provision of a student's functional survival and his or her academic needs. Poor parental care with gross deprivation of social and economic needs of a child usually result in poor academic performance of the child. Also where a child suffers parental and material deprivation and care due to divorce or death, the child's schooling may be affected as one of the parents may not be financially buoyant to pay school fees, purchase books and uniforms. Such child may not concentrate in school, thus the child academic performance may be adversely affected.

2.3.1 Parental Education and Academic Performance

The parental level of education is one of the socio-economic factors that play a vital role in the academic performance of students. Education of parents has an impact on children's school achievement. De Broucker and Underwood (1999) point out that those parents with higher education provide the most conducive environment for their children to study, thus providing the necessary motivation for them to proceed to higher education.

Musgrave (2000) states that a child that comes from an educated home would like to follow the steps of his family and by this work actively in his studies. That means that a child from a well-educated family with high socio-economic status would likely naturally perform better than a child from an illiterate family. This is because the child from the educated family has a lot of support such as decent and good environment for academic work, parental support and guidance, enough text books and academic materials and decent feeding .He or she is likely to be sent to quality schools where seasoned teachers will handle his subjects.

Harmon and Walker (2000) and Chevalier and Lanont (2002) also noted that students' academic performance is closely related to family income, but that family's education is the most important factor. The researchers further stated that the educational preferences of the children generally reflect family characteristics. More so, Eggen and Kauchak (2001) conclude that, students' academic performance influenced by the parents' educational expectations of their academic achievement and that Children usually perceive whether adults have high or low expectations of their academic achievement. When parents expect the children to do well on the specific task, children generally gain confidence in their ability to carry out that task. Thus a child that comes from an educated home would like to follow the steps of his or her family.

In another development, Grissmer (2003) postulates that parents' level of education was the most important factor affecting student's academic performance. That is to say that parents' educational background influence the academic performance of their children. This according to the researcher is because the parents will be in good position to be second teachers to the child, and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child.

Kean and Tsai (2005) stated that the average period of time that parents participate in education is an important factor in students' academic success. In agreement to this, Brunello

and Checchi (2005) make a point that, family's education is an important and strong element in the determination of students, achievement, and that educated parents can better understand the educational needs and their children aptitude. The Authors further state that parents can help their children in the early education which affects their proficiency in their relative area of knowledge. Also belonging to strong financial background, parents can provide latest technologies and facilities in a best possible way to enhance educational capability of their children. Karshen (2005) notes that students whose parents are educated score higher on standardized test than those whose parents are not educated. Educated parents can better communicate with their children regarding the school work activities and the information being taught at school.

Farooq, Chaudhry, Shafique, and Berhan (2011) point out that parents' occupation has little effect on student's academic performance than their education. This means that parental education play a vital role in students' academic success and it could be deduce that students whose parents are well educated may perform better than those whose parents are less educated. Also, Ali (2012) observed that children from educated parents adopt a better thought and language of their parents and that this would help them to come and fit well in the school. In supporting this fact, Musarat, Sundus, Faqila Perveen, and Sameen (2013) state that relation of parent's education to their children's academic performances rest upon quite specific beliefs and behaviors. Parent's educational qualification is linked with their language competence, which has a significant in manner in which parent's communication with their children. As mothers share close bond with children than the father, so mothers' education is more important.

2.3.2 Parental occupation and academic performance

Parental occupation and income may influence students' academic performance. It deals with the career and income of the parents that is, sources of earnings of the parents.

Occupation-related income may determine access to learning opportunities and resources and so play a role in learning outcomes. The education and types of skills associated with different occupations and modeled by parents may motivate students to develop their own skills in particular ways. Parental occupation may also influence how students perceive the value of learning, their beliefs about the usefulness of the subject and the learning environment at home. According to Benneth (2003), occupation is considered as an indicator of parental skill use and it appears that students whose parents work in occupation with greater skill requirements also performed better in various subjects.

Benneth (2003) further noted that looking only at students whose parents are in professional or managerial occupations that is, occupation that typically require at least a college education and high than average incomes, considerable differences were found in students' performance. Students whose parents had occupation that specifically required strong mathematics skills, that is physical, mathematical and engineering science professionals, tend to have higher math's scores than other students. Students whose parents were in occupational category that includes legislators, senior officials, executives and managers perform almost one proficiency level lower than students whose parents worked in the mathematics intensive occupational group.

In another development, Wilson, Smeeding and Haveman (2007) were of the opinion that parental education and occupational class are more strongly associated with students educational attainment; parents of high socio-economic status have more positive attitudes towards their children schooling and higher expectations for their children since they have the economic empowerment to buy the advantages that money can. More so, the researchers noted that the education levels as well as income of parents are interconnected; this is because educated parents by virtue of their educational background possess the potential for increased income. Thus educated parents have the capacity to build bridges out of poverty

and benefit from better quality of life. Parental education which leads to better income empower parents to give their children a solid foundation for school and life success and enables them to build up strong partnerships between parents and school in order to sustain achievement standards.

Midraj and Midraj (2011) noted that occupational status of parents is highly connected with the monthly income of the parents. Parents with high income can provide the necessary skills, knowledge and tools and instruments that are needed by the children. In agreement with this, United States department of education (2013) notes that the students having financial problems have to face various hurdles, their financial problems distract them from their studies and they fail to get higher grades and consequently have to suffer for finding a better job after graduation..Also Farkhanda and Ehtesham (2013) point out that it has become well recognized that wealth and well-educated parents ensure their children future earning by providing them with a favorable learning environment, better education and good jobs. In contrast to this belief, children from low socio-economic status parents do not have access to learning facilities; hence the opportunity to get to the top of their educational ladder may not be very easy. Also, the family with higher socio-economic status often succeeds in preparing their young children for school because they have more access to a wide range of resources to promote and support young children development. They are able to provide the young children with high quality child care, and books to encourage children in various learning activities at home and in school. This in turn, will affect students' academic performance in business studies.

2.3.3 Parental family size and academic performance.

Family size has to do with husband, wife/wives and children in a family. Some families may consist of a husband, wife and their children or husband, wives, children and children of relations. The family sizes do influence the academic performance of students in

the sense that families with large size do not have enough resources to support their children in schools. For instance a family with ten children cannot be able to take care of them very well. Poonam and Balda (2001) report that family size was negatively correlated with Intelligence Quotient (I.Q) of children and that small size families compared to large families are academically good. In supporting this fact, Devi and Kiran (2002) note that large family size, low educational status of parents, low parental involvement and low parental encouragement were found to be the major family factors associated with scholastic backwardness of secondary school students. Polat (2008) noted that demographic factors as number of siblings or sibling birth order in the family also have an effect on students' performance.

In another development, when the birth order of the child among other siblings is considered, young children in the family stands a higher chance to participate in education in developing countries because older children help their parents in working in the house or in the field or farm or contribute to the home economy. The number of children also has an important role. Polat (2008) Further observes that western societies and some developing countries have a negative relationship with this condition and the chance to participating in education, because the existing resources at hand have to be shared among children. For this reasons families with a lot of siblings may not send their children to school. Therefore the socio-economic Students of the family tend to be low due to the effect of large family size. Kean and Tsai (2005) noted that every action of the parent is a determiner that has an effect on the child educational outcomes. Polat (2008) points out that the number of children has an important role and that in western societies and some developing countries, there is a negative relationship with this condition and the chance of participating in education because the existing sources at hand have to be share among children. For this reason, families with a lot of siblings may not send each of their children to school. Also the geographical factors of

the location of the family residence also play a role in families giving their children a chance to participate in education. In general, the ratio of children participating in education can be seen to be higher in urbanized regions of a country.

Ali (2012) also observes that with increased education and cost of living, large family is no longer desirable. The author also noted that children who range from 2-3 tends to be intelligent in few number of children than children from large families of about 15-20 children. This is so because socio-economic status and other educational factors enjoyed by small families are often deprived by children from the large home. Hence, Ali reported that there is a correlation between family size and intelligent. When children in large families feels frustrated as a result of lack of child parental interaction, and parent care, they lose hope of higher attainments in life or getting the better things of life and lower interest for probable educational performance or schooling. Also, researcher further noted that parents who have few children tends to adopts more time and attention to each individual child, they may also tends to expect more from each child than to parents who have many children, and that in polygamous homes (with large number of children and wives), there is always a beloved wife whose children are also loved more than those from the other wives. In that case, there is always the tendency of the rest of the wives putting more effort to see that their own children are not left behind. This helps those women to work harder and contribute towards the management of their children. The husband cannot real train the entire children, the care and the training of the children rest upon their mothers; and in struggle to help their mothers to train them, they miss classes and their academic performances are affected negatively.

One problem that contributes to large families in Africa, especially Nigeria, is the gender. In most of the villages, male children are being reverend to the detriment of female children, so family with more female keep looking for more children in anticipation for a male child, even polygamous homes there by increase the number of children without

caution. This leads the socio-economic status of the family to become low. More so, Farkhanda and Ehtesham (2013) point out that those low income parents belief about their role in children's academic learning, these parents short sightedness toward their responsibilities in the educational process of their children and scarcity of fund to intensify such processes could be a challenge to their children success.

2.4 Related Empirical Studies

During the course of this research, the researcher reviewed journals, and other related research works. Olayiwola, Salawu, Oyenuga, (2011) conducted a research title "On Statistical Analysis of Impact of Socio-Economic on Students' Academic Performance in Nigeria". The population of the study was students from colleges of education, Polytechnics and Universities in Nigeria. Questionnaire was administered to 849 students in colleges of education, polytechnics and universities, these serve as sample of the study. Canonical correlation and multiple regression analysis were used in the analysis of the data.

The average values of the students' response to the questions were combined with their Cumulative Grade Point Average (CGPA). The students CGPA were used as dependent variable and parental background, hostel facilities, peer group, students' health, students' attitude to studies, educational resources available, sport activities, students enrolment, lecturers' teaching methods and group discussion were used as independent variables.

The findings revealed among others that parental financial status has a significant positive relationship with students' academic performance. The better the parental background is, the better the results of the students. Hostel facilities are positively related to the academic performance of the students. The better the hostels facilities, the better the results of the students. Peer group is negatively related to students' academic performance. Also, the findings revealed that the lecturers' teaching style is statistically significant to students' academic performance. The better the teaching methods adopted by lecturers, the

better the results of the students. The study further revealed that the available educational resources are positively related to the students' academic performance. The better the resources, the better the result of the students. However, the researchers did not indicate the research design used objectives of the study, research questions, and no sampling technique and pilot study for the determination the reliability of the study and the study focused on colleges of education, polytechnics and Universities in Nigeria. The present study stands to benefit from this reviewed work on the area of parental financial status and the present study focused on socio-economic characteristics of parents on business studies' students in Government Junior secondary schools in Kaduna State and this filled the gap of the study.

Abode (2012) conducted a research, titled "Gender and Socio-Economic status as correlates of Students' Academic Achievement in Senior Secondary schools in Odogbolu local government of Ogun state, Nigeria. The researcher used descriptive research design inform of an ex-post-facto approach. None of the variables was manipulated. The population and sample of the study consists of all the seventeen (17) secondary schools in Odogbolu local government of OgunState, Nigeria. Stratified random sampling was used to select three (3) out of seventeen schools which serve as a sample for the study. The students in the three secondary schools consist of two hundred and seventy- seven (277) out of which one hundred and eight (108) students were randomly drawn. Thirty- six (36) students (18 males and 18 females) were randomly chosen from each school.

The instrument for data collected was Demographic Information Form (DIF) and academic achievement test (AAT) design by the researcher. The validity was ascertained through scrutiny of items by three English-language, economics and biology teachers in ensuring both face and content evidences of validity. Also, the Academic Achievement Test (AAT) was trial- tested with two administration of two (2) weeks interval on twenty participants drawn from a different local government area. Also, the two sets of scores were

correlated using Pearson- product moment correlation and 0.88 was obtained as co-efficient of reliability and further analysis of the AAT revealed internal consistency of 0.86 on coronach Alpha. More so, the resulting from the scoring of the two instruments was subjected to Pearson- product moment correlation co-efficient which permitted the testing of the hypotheses early raised for the study. The result of the Ho1 revealed that there is no significant relationship between gender and students' academic achievement, that indicate a negative significant relationship between gender and students' academic achievement.

The negative relationship indicated that the male participants achieved higher than the females. The second hypothesis found out that there is significant relationship between participants' socio-economic status and students' academic achievement. The result indicates that the home or family structure has a great influence on the students' psychological, emotional, social and economic state. However, the study didn't state the research questions, specific objectives of the study, and only concentrate on gender and socio-economic. The present study had benefit from the study and filled in the gap which includes parental education and parental occupation.

Ali (2012) conducted a research titled "Family Background and Academic Achievement of Junior secondary schools students in Abua/Odua local government Area Rivers State. The research design used was survey research design. The target populations of the study consist of the entire population of junior secondary school students in Abua/Odua local government area as at 2010/2011 session. The researcher randomly selected four schools out of fourteen junior secondary schools in the local government area. It was a simple random sampling that was used. The instrument for data collection was questionnaire tag used for the influence of family background on student's academic performance and a proforma was also used to collect the student's third term 2010/2011 results from four subjects (Mathematics, English, Social studies and integrated science). The instrument was

considered valid by co- experts and split-half reliability method was used to establish the reliability. And Pearson moment correlation was to calculate the reliability and 0.78 was obtained, which was considered high enough for the use of the instrument. The data collected from the sample were analyzed using t- test and chi- square.

The results revealed that students from small family sizes performed better academically than those from large family sizes. Also, family size, parental attitudes and home convenience influenced academic achievements of students. However, the study didn't reveal the exact number of the population and focused on family background. The present study stands to gain on the area of family size on how it affects students' academic achievement. Also the present study has filled in the gap by concentrating on how occupation and education of the parents influence the academic performance of students.

Olawuyi and Adetunji (2013) carried out a research, title "Assessment of rural household's poverty in Nigeria: evidence from Ogbomoso Agricultural zone of Oyo state, Nigeria." Also, the population of the study was 657,417 from Ogbomso, Oyo state, the study area. Multistage sampling technique was used to select the representative sample. Three local government areas were purposively selected from the identified local government areas. Ten households were selected with the aid of a document obtained from Ogbomoso Agricultural zone (ADP) zone office which contains listed households from each of the selected villages; this was done through random sampling technique to arrive at the total 120 respondents used for the study. Analytical techniques used include descriptive statistic such as frequency count percentage and mean values. Also, poverty indices were used to examine the determinants of poverty among households.

The findings revealed that poverty is higher among households that have old male heads, female heads and large households size, engage in farming as the only occupation and have no formal education, poverty therefore rises with the increase in the household size

while reduces with the increase in the level of education, farm size and participation on non-farming jobs as alternative livelihood source (livelihood diversification). Also, the study revealed that gender, household size, years spent in school, farm size and non- farm jobs were found to be important and significant factors determining poverty in the study area.

However, the researchers didn't state the research design, objectives of the study, research questions and the hypotheses, and there was no pilot study to determine the reliability of the instrument used for the study and only focused on gender. The present study has benefit from this reviewed work on the level of poverty and household size raised by the study. Also, the reviewed work didn't include education and other forms of occupations, such as white collar jobs; hence, the present study has filled the noticed gap.

Musarat, Sundus, Faqiha, Perveen and Sameen (2013) carried out a study on "Impact of parental education and socio-economic status on academic achievements of University Students of Sargodha, Pakistan. The study used casual comparative research design. The population of the study was all students of masters level enrolled in the University of Sargodha, and two hundred and fifty (250) students of masters level were selected in a way that from five different departments, fifty students from each department. Two specific objectives and three research questions were raised respectively. The instrument for data collection was questionnaire and descriptive statistics tools such as statistical package for social sciences(SPSS) and analysis of variance (ANOVA) were used to analyze collected data.

The findings of the study revealed that students belonging to strong financial status perform better than those who face problems in finance and similarly, parental education boosts of their children's performance. However, the study didn't state the hypotheses and the exact number of the population of the study. The study concentrated on parental education and socio-economic status as it affects academic achievement of University

students. The present study has gain more light on the outcome of these researchers and focus on socio-economic status of parents such as their education, occupation and income as it influence academic performance of junior secondary school students of business studies. And this filled the gap of the study.

In a related study, Osuafor and Okonkwo (2013) carried out a research title “influence of family background on academic achievement of secondary school biology students in Anambra state. A descriptive survey design was adopted for the study. The population of the study consist of all senior secondary school (SS2) biology students in public secondary schools in the six (6) education zones in the state numbering sixteen thousand, eight hundred and eighty- six (16,886) students. Five hundred and forty six (546) constitute the sample for the study.

Three education zones were randomly sampled from the six education zones out of one hundred and forty three (143) secondary schools in these three zones, fourteen (14) were selected by proportionate random sampling at the ratio of 6:5:3 respectively that is 10% of the total number of schools in each zone. In each of the 14 schools, one intact class were randomly sampled and used for the study. Two instruments were used for data collection which are; a questionnaire and annual results in biology. Three specific objectives; three research questions; and three research hypotheses were stated respectively. Data collected were analyzed using means, t-test and ANOVA. The null hypotheses were tested at 0.05 level of significant. All the three hypotheses were accepted.

The result of study revealed that family structure, parents’ occupation, and educational level of parents, did not have significant influence on students’ achievement in biology and the implication was that parents of this age are more aware and serious about giving their children the best education they can irrespective of their own shortcomings. However, the study only focused on Biology students, parents’ education and occupation as

the family background that influenced academic achievement of students. The present study has benefit from the study on area of education and occupation. The study focused on socio-economic characteristics such as parental education; and occupation as it influence academic performance of junior secondary schools students of business studies and this filled the gap of the study.

Abraham (2014) conducted a research title “Parental Factors (parental supportiveness, socio-economic status, and expectation) and students’ psychosocial variables (self- efficacy, and self- regulation) as determine secondary schoolstudent’s academic achievement and attitude towards economics in Enugu state, Nigeria. The co-relational design type was used for the study. The population of the study consist of all the senior secondary school students (SS2) drawn from two hundred and eighty six (286) secondary schools in Enugu state. Multi stage sampling technique was used to select the sample for the study. At the state level, all the six educational zones were used.

The six educational zones consist of seventeen local government areas in Enugu state, at the local government level, 20% of the total number of the schools in each of the local government was used. In all, 45 schools out of 286 schools were used as sample. Simple random sampling method was used to select 40 out of the total number of students in the class. The total number of students for the study was 1,350. Four research questions and two null hypotheses were used respectively.

The instrument for data collection was questionnaire, student’s perception scale, and Economic achievement test and students attitude toward economics scale. The content validity of the instrument was established using some experts from the institute of education, University Ibadan. Cronbach alpha was used to established reliability coefficient of the entire instrument apart from the achievement test which was determined by Kuder Richardson formula 20. The data collected were analyzed using descriptive statistics of frequency count

and simple percentages and multiple regressions. Also, ANOVA and t- test were utilized to test the hypotheses at 0.05 level of significant. The study revealed among others that there is a significant positive relationship between self-efficacy and achievement. Also there was a significant and positive correlation between academic achievement and self-efficacy beliefs in economics; and students' self-efficacy belief have strong and positive influence on their academic achievement. Students with higher self-efficacy have higher academic achievement in economics.

The findings also revealed that there is a significant relationship between students' self-regulation and achievement in economics. Learners who entered the class with self-generated thought, feelings and actions for attaining academic goals and regulate and control their cognition, motivation, and behaviors' to obtain set goals, performed better in the test than those learners who entered aimlessly. Also, the findings revealed that there is a negative relationship between the students' perception of their parents' supportiveness and the student's achievement in economics. The study equally revealed that the combined contribution of the parent factors to attitudes of students toward economics are positive but with an unexpected low value.

The contributions of parents' socio-economic status and parents' supportiveness to the attitude of students toward Economics are significant and positive, but the contributions of parents' expectation are not significant. Learners who received maximum support from their parents in form of monitoring, controlling and help in solving homework and who are provided with reading materials have a positive attitude towards economics. However, the study did not consider parental occupation as one of the socio-economic factors as it affects academic achievement of the students. This filled the gap of the study by including occupation as one of the socio-economic characteristics that influence academic performance of students in junior secondary schools business studies.

In another development, Peter, Nephath, and James (2014) carried out a research titled “Influence of Family Characteristics on Academic Performance of Students in secondary agriculture. The population of the study was seven hundred and fifty-four (754) students taking agriculture subject at form four in Rachuonyo North district, of Kenya. Stratified random sampling was used to select the sample for the study. The sample size was two hundred and fifty-four (254) students taking agriculture subject. The items of the questionnaire were developed based on the objectives of the study. Co-relational research design was used. The items of the questionnaire were discussed with other experts for their validity. The instrument was pilot tested to ascertain for its reliability.

The reliability co-efficient was 0.75. The instrument was self-administered. Data was analyzed using both descriptive statistics (frequencies, percentages, means and standard deviation) and inferential statistics (Pearson correlation and multiple regressions) were used for statistical test with levels of significant set at 0.05 alpha. Statistical package for social sciences software (SPSS) were used for data analysis. The study found a positive correlation between level of education of the mothers and students’ performance. Furthermore, multiple regression results on family characteristics found no significant influence of family characteristics on students’ performance in secondary school agriculture in Rachuonyo North district. Thus the hypothesis was accepted.

The study revealed that, it is evident that most parents from the district were generally poor. In spite of this, low family earnings did not influence performance of students in agriculture negatively, since students coming from families with the lowest monthly income had higher means scores as compared to students coming from families with highest monthly income. The study equally found out that students whose fathers had no formal education had a higher means score compared to students whose parents had university education. It implies that fathers and mothers education had little influence on student’s performance. The students

equally established that students coming from smaller family size had a higher means score as compared to students coming from large family size.

The researchers talked about family characteristics as it influences academic performance of students with emphasis on education, income and family size of the parents and Agricultural subject. However, parents' occupation was not pointed out. The present study stands to gain more from the study in the areas of parents' education, and income as it affects academic performance and this filled the gap on the area of parents' occupation on how it influence students' academic performance in business studies.

2.5 Summary of Reviewed Literature

In this chapter, effort has been made to critically examine previous studies in respect to socio-economic status of parents influencing students' academic performance in business studies and other related fields of human endeavor. In this review, the concept of business studies was examined. Experts view business studies as a field of training in business practices and in specific skills such as accounting, information processing, keyboarding or typewriting and shorthand. Also, business studies prepare the individual for paid jobs or self-reliant. The study reviewed various studies on socio-economic status of parents with variables such as parental supportiveness, self- efficacy and self- regulation, family structure, gender and socio-economic status, income, rural household poverty, values, and societal perception, family characteristics, statistical analysis of impact of socio-economic. These factors are closely linked to learning potential of the students in business studies. Also, the study identifies in-equality in the distribution of national resources leading a situation where by few citizens are very rich while the majority are poor. The direct effect of this on the education of the children is that many parents could not afford to provide the required educational materials for their children. Many parents sent their children to ill-equipped schools with unqualified teachers. All these have negative effect on the academic

performance of the students. However, little attention has been devoted to socio-economic status of parents such as parental education, parents' occupation and family size as influence academic performance of business studies' students and that was the gap the present study has filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described the research design and methodology under 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 the data collection
 - 3.4.1 Validation of research instrument
 - 3.4.2 Pilot study
 - 3.4.3 Reliability of instrument
- 3.5 Procedure for data collection
- 3.6 Procedure for data analysis.

3.1 Research design

This study was conducted using descriptive survey design. Orah (2007) submitted that survey design focused on people, their belief, attitudes and behaviors and it also helps the research to systematically document current opinions and information on research work. Hence, the descriptive survey design was considered quite suitable for conducting this study.

3.2 Population for the study

The target population for this study comprises of all the business studies' students in JSSII in Government junior secondary schools in Kaduna State. The population of the study was fifty- three thousand, eight hundred and fifteen (53,815) students comprising of twenty nine thousand, five hundred and twenty-eight (29,528) males students and twenty four thousand, two hundred and eighty-seven (24,287) female students. The details of the population are presented in table 1.

Table 1: Population of the Study

S/N	LGA	No. of Students	Male	No. of Female Students	Total
1.	BirninGwari	947		377	1324
2.	Chikun	1842		1766	3606
3.	Giwa	1106		513	1619
4.	Igabi	1991		1256	3247
5.	Ikara	889		368	1257
6.	Jaba	454		479	933
7.	Jama'a	884		677	1561
8.	Kachia	1429		1252	2681
9.	Kaduna North	1709		2482	4191
10.	Kaduna South	1791		2500	4291
11.	Kagarko	1499		1138	2637
12.	Kajuru	797		687	1484
13.	Kaura	1173		796	1969
14.	Kauru	1015		821	1836
15.	Kubau	955		547	1502
16.	Kudan	587		296	883
17.	Lere	2159		1513	3672
18.	Makarfi	750		314	1064
19.	Sabongari	1485		1943	3428
20.	Sanga	1105		892	1997
21.	Sabo	735		249	984
22.	ZangoKataf	1244		1265	2509
23.	Zaria	2982		2156	5138
Total		29528		24287	53815

Source: Kaduna State Ministry of Education 2016.

The target population was purposively sampled from JSSII business studies' students in GJSS Sabon Tasha, GJSS Television and GJSS U/Baro.

3.3 Sample size and sampling technique.

The sample size for the study was eight hundred and fifty two (852) JSSII business studies students. The sample size was selected based on World Bank standard which recommended that the realistic sample size from every population should be 20% for a study, (World Bank, 2007). This sample was arrived at by the use of simple random sampling technique instrumented by ballot system. The system gave an equal chance to every students to pick folded the papers written "Yes" and "No" and then mixed in a container. Those

with yes were 20% and constituted the sample size for the study. The breakdown of the sample size presented in table 2.

Table 2: Sample size for the study

S/N	Schools	Students' Population	Sample size
1	GJSSSabontasha	235	47
2	GJSS Television	367	73
3	GJSS U/Baro	250	50
Total		852	170

3.4 Instrument for Data Collection

Questionnaire was used for data collection. The questionnaire was divided into sections, “A” and “B”. Section “A” comprised of demographic information of the respondents while section “B” consisted of structure questions based on the three research questions stated in chapter one. The researcher measured the response as Very High Score (VHS), High Score (HS), Very Low Score (VLS) and Low Score (LS) weighted as 4, 3, 2, and 1 respectively was used. Also, the students’ terminal examination result records in their respective schools were used in order to get their academic performance.

3.4.1 Validation of the research Instrument

The instrument designed for the study was subjected to vetting by the researcher’s supervisors and two other experts of the ranks of Senior Lecturers in Department of measurement and evaluation, Ahmadu Bello University Zaria. These experts critically examined and re-structured the questionnaire items with respect to its face and content validity, adequacy and fitness for the purpose of the study. The suggestions and criticism of these experts were incorporated into the construction of the final instrument.

3.4.2 Pilot Study

In order to determine the reliability of the instrument for data collection, the researcher conducted a pilot study on twenty (20) students JSS2offering business studies

in Government secondary school Tsiga, Bakori local government area of Katsina State. This is because of the similarities of characteristics such as, it was a government school, a JSS2 class, and same age grouping and the school was outside the study area. Twenty (20) copies of the questionnaire were given to students for answer by ticking the appropriate items applicable to each student and within one week the entire questionnaire and students' examinations result records were retrieved from the school and analyzed. The pilot study was carried out to determine the adequacy and effectiveness of the instrument in measuring what it was supposed to measure and to ascertain any difficulty that the researcher might encounter during the main study.

3.4.3 Reliability of the Instrument

The data collected from the pilot study in Government Secondary School, Tsiga, Katsina State were statistically analyzed for the purpose of reliability co-efficient. The statistical tool used to test the reliability coefficient was Split-Half. Consequently, reliability co-efficient level of 0.804 was obtained. This reliability co-efficient was considered adequate for the internal consistencies of the instruments. This was in agreement with the test of reliability by Olayiwola, (2010) 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. The academic performance of these students was also found reliable haven pass through examination officer who certified the result official, thus, confirmed the reliability of the data collection instrument used as fit for this research work.

3.5 Procedure for Data Collection

The researcher obtained a letter of introduction as in appendix (I) from the Head of department of vocational and technical education, Ahmadu Bello University, Zaria for

permission to conduct the research. The questionnaire was administered to the students (respondents) by the researcher with the help of a research assistant. The respondents filled the questionnaire. The researcher administered a total number of one hundred and seventy (170) copies of questionnaire in all the three secondary schools in Kaduna state. The respondents filled the questionnaire within one week, there after retrieved for analysis and interpretation. Also, the researcher collected terminal examination result records of 170 students from the respective schools for analysis.

3.6 Procedure for Data Analysis

The respondents' demographic information and questionnaire and students' terminal examination result records were analyzed by using frequency, percentages, mean and standard deviation. The researcher used VHS = 4, HS = 3, were regarded as high scores while VLS = 2, and LS = 1 were classified as low scores in this study. Hence, the decision rule mean was $4+3+2+1= 10/4= 2.5$, if mean score is more than the decision mean, it would be high scores while less than, it would be low scores. Dungurawa (2009) noted that the used of tables, frequency, percentages, mean and standard deviation tend to gives simple, precise and accurate results. Also, t-test was used in testing the hypotheses at 0.05 level of significant. If t- calculated value is greater than the tabulated or critical value, the null hypotheses would be rejected.

However, if the calculated value of t-test is less than the tabulated value, the null hypotheses would be accepted. Omotosho (2002) pointed out that t-test is a good statistical tool that can be used in testing hypotheses. It was in this regards that the researcher used t-test for the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The research work is on Influence of socio-economic status of parents on secondary school students' academic performance in business studies in Kaduna State. This Chapter presented the report of the research findings based on the data collected from the respondents.

4.1 Demographic Information of the students.

4.2 Answer to Research questions

4.3 Testing of Null Hypotheses

4.4 Summary of Major findings

4.5 Discussion of the Major findings

4.1 Demographic Information of the Students.

4.1.1 Analysis of students' base on their Parents' level of education

In order to categorize Students base on their Parental level of education into lower and higher education, data collected were summarized in Table 3.

Table 3: Analysis of students' base on parental level of education.

Students	Frequency	Percent
Higher education (First degree and above)	97	57.06
Lower education (sch. Cert, SSCE, NCE/ND)	73	42.94
Total	170	100.00

Source: field study, (2016).

Table 3 data showed that 57.06% of the respondents had their parents with high level of education while 42.94% of the respondents had their parents with low level of education. Thus, students from parents with high level of education were more in number than those from low level of education.

4.1.2 Analysis of students' base on their parents' Occupation.

Table 4: Analysis of Students base on their parents' occupation

Students	Frequency	Percent
senior civil servants	103	60.59
Junior civil servants	67	39.41
Total	170	100.00

Source: Field work, (2016)

The data presented in Table 4 revealed that students were classified base on their Parental occupational in terms of senior civil servants and junior civil servants. It was observed that 60.59% representing students whose parents are senior civil servants while 39.41% representing students whose parents are junior civil servants. By implication, students whose parents are senior civil servants are more in number than those whose parents are junior civil servants.

4.1.3 Analysis of students' base on their family size.

The Students' parent family size is categorized into family size of 1-4 children and those with 5 and above children. The data collected were summarized in Table 5.

Table 5: Analysis of students' base on family size

Students	Frequency	Percent
1-4 children	98	57.65
5 and above children	72	42.35
Total	170	100.00

Source: Field study (2016)

The Table 5 shows that 57.65% of the respondents were students from family size with 1-4 children while those students family size of 5 and above children were 42.35%. It indicated that students from families of 1-4 children are more in number than those from families of 5 and above children.

4.2 Answers to Research Questions

4.2.1: Research Question one: To what extents does the parents' level of education influence business studies students' academic performance on secondary schools in Kaduna State?

Table 6: Mean and standard deviation analysis of influence of Parental level of education on academic performance of the students

S/NO	ITEM	N	MEAN	S.D
1	Parents' with low qualification emphasis hard work to their children	170	2.7	0.25
2	Parents' with low qualification encourage their children to learn.	170	2.9	0.24
3	Parents with low qualification influenced the attitudes of their children's academic.	170	2.6	0.26
4	Parents with high qualification do value and cherish their children's education.	170	3.2	0.25
5	Parents' with high qualification make enquiries on their wards performance.	170	3.1	0.25
6	Parents with higher qualification encourage their wards in their academic.	170	2.9	0.25
7	Parents with low qualification have less time for their wards.	170	2.6	0.26
8	Parents' qualification makes students to perform well.	170	2.6	0.26
Cumulative Mean		170	2.8	0.25

Decision Mean = 2.5

Source:Field study, (2016)

Table 6 showed the opinions of the respondents on the influence of parents' educational qualification on academic performance of students in Business studies. Table 6 above revealed that the mean scores of the responses ranged from 3.2 to 2.6. Among the 8 items in

this section, the respondents were of the opinion that parents with high educational qualification do value their children's education and this influence the academic performance of Business studies students in JSS in Kaduna State with the highest mean score of 3.2 and standard deviation of 0.25. Also, the respondents were of the strong opinion in item five that parents' with high qualification make enquiries on their children academic performance, as this attracted the second highest mean score of 3.1 and standard deviation of 0.25.

On the other hand, item three; "parents with low education qualification influence academic performance" had the lowest mean score of 2.6 with standard deviation of 0.26. In summary, the response on parents' educational qualification shows that parents with high qualification influence academic performance of students' business studies with cumulative mean score of 2.8 from the 8 items showing higher value than the decision mean of 2.5.

4.2.2. Research Question Two: To what extent do the occupations of parents influence business studies' students' performance in Kaduna State?

Table 7: Mean and standard deviation analysis of influence of parents' occupation on academic performance of students in business studies

S/NO	ITEM	N	MEAN	S.D
9	Parents' occupation brings out consciousness in the form of values and attitude to their children and this influence their academic performance.	170	3.6	0.28
10	Parents' occupational status is more appropriate measure of students' socioeconomic position and this influence their performance.	170	3.6	0.28
11	Senior civil servants Parents' do pay their wards school' fees on time.	170	3.2	0.25
12	Parents with well pay jobs provide home tutors to their wards and this influence their academic performance.	170	3.2	0.25
13	Parents expectation on their children is in line with their occupational status and it influence their academic performance.	170	1.8	0.20
14	Parents' occupation determined their financial position and ability to take care of their children needs.	170	3.5	0.27
15	Parents with lucrative jobs are source of motivation to children to work hard and influence their academic performance.	170	3.6	0.28
16	Parents feel their occupations are worthy, and in most cases will expect their children to follow suit and this influence their academic performance.	170	3.5	0.27
Cumulative Mean		170	3.3	0.26

Decision Mean = 2.5

Source: Field study, (2016)

Table 7 revealed respondents mean rating of the extent to which parents' occupation influence academic performance of students in business studies. The result showed that the mean scores of the responses ranged from 3.6 to 3.1, with item nine "parents' occupation brings out consciousness in the form of values and attitude to their children having influence on academic performance. Item ten, "Parents' occupational status is more appropriate measure of students socioeconomic position also influence academic performance", and this applied to item fifteen "parents with lucrative jobs are source of motivation to children to work hard," with the highest mean scores of 3.6 and standard deviations of 0.28 respectively.

On the other hand, item thirteen "parents who are junior civil servants do not have strong financial position to assist their children in school" had the lowest mean score of 1.8 and standard deviation 0.20. Giving the various mean, the cumulative mean score of 3.3 from the 8 items was found to be higher than the decision mean of 2.5. This implies that parents' occupation had significant influence on academic performance of business studies students of JSS in Kaduna State.

4.2.3. Research Question three: To what extent do parents' family sizes influence business studies students' academic performance in Kaduna state?

Table 8: Mean and standard deviation analysis of influence of parents' family size on academic performance of the students

S/NO	ITEM	N	MEAN	S.D
17	Parents with small size families do manage their homes efficiently.	170	3.6	0.28
18	Parents with large family size do have resources to take care of their children.	170	1.7	0.20
19	Children from small family size do have good children's upbringing.	170	3.3	0.25
20	Parents with large family size cannot effectively inculcate good values to their children	170	3.6	0.28
21	Parents that have small family size do check their children books.	170	3.6	0.28
22	Most children from small families' size performed well academically.	170	3.6	0.28
23	Parents with large family size don't have enough time to check their wards academic progress.	170	3.5	0.27
24	Parents who have small number of children do give much attention to their school work.	170	3.2	0.25
Cumulative Mean		170	3.3	0.29

Decision Mean = 2.5 **Source:** Field Study, (2016).

Table 8 revealed the perceptions of the respondents on influence of parents' family size on academic performance of business studies students. Among the 8 items in this section, the respondents were of the opinion that item seventeen "parents with small size family do manage their homes efficiently," item twenty-one "parents that have small family size do check their children schools' books," and item twenty-two, "most children from small families' size performed well academically." This indicates that the items influence academic performance of students in business studies in Kaduna State, with the mean scores of 3.6 and standard deviation of 0.28 respectively.

However, item eighteen "parents with large family size do have resources to take care of their children" had the lowest mean score of 1.7 and standard deviation of 0.20, giving the various mean. The cumulative mean score of 3.3 from all the 8 items was found to be higher than the decision mean of 2.5. This implies that parents' family size influenced academic performance of students of business studies in JSS in Kaduna State.

4.3 Testing of Null Hypotheses

t-test was used to test all the null hypotheses as followed:

4.3.1 Null Hypothesis one: There is no significant difference between performance of business studies' students whose parents have higher educational qualification and those with lower educational qualification in secondary schools in Kaduna State.

In order to test the null hypothesis one, the students were divided into their respective parents' qualification and their performance. The students' academic performance in business studies in JSS2 in Kaduna state were collected and t-test statistics was used to determine if possible differences existed between the two groups as summarized in Table 9.

Table 9: t-test result analysis showing difference in academic performance of business studies' students.

	Students	(N)	Mean	St. dev	St. error	Df	t- cal	t- Cri	Sig(2tailed)
Higher performance		97	47.39	21.06	2.14	168	2.11	1.96	000
Lower performance		73	43.95	18.70	2.19				

Source: Field study (2016)

The result in Table 9 showed that there is significant difference in the academic performance between students from parents with higher education and those from parents with lower educational qualification. Reason being that, students from higher educated parents had a mean score of 47.39, standard deviation of 21.06. While, those from lower educated parents had a mean score of 43.95 with standard deviation of 18.70. The t- calculated stood at 2.11 and t- critical stood at 1.96 at df 168. This shows that students whose parents have high education qualification had significant influence on academic performance than their counterparts whose parents had low qualification. This implies that, there is significant difference in the academic performance between students of business studies whose parents had higher educational qualification and those whose parents had lower education qualification in Kaduna State. The null hypothesis was therefore rejected.

4.3.2 Null Hypothesis two: Occupations of the parents do not significantly influence academic performance of business studies' students in secondary schools in Kaduna state.

More so, to test the null hypothesis two, the students were divided into their respective parents' occupation, which include senior civil servants and junior civil servants. Their academic performance in Business Studies in JSS2 in Kaduna State were collected and t- test statistics was used to determine the significant difference that existed between the two groups as summarized in Table 10.

Table 10: t-test analysis showing difference in students' academic performance in business studies.

Students	(N)	Mean	St. dev	St. error	Df	t- cal	t- cri	Sig(2tailed)
Students	From Senior civil servants	103	43.33	20.74	2.04			
					168	3.65	1.96	000
Students	From Junior civil servants	67	32.71	14.45	1.77			

Source: Field study (2016)

The result in Table 10 revealed that there is significant difference in academic performance between students whose parents are senior civil servants and those students whose parents are junior civil servants. The reason being that students from parents who are senior civil servants had a mean score of 43.33 and standard deviation of 20.74 while those from parents who are junior civil servants had a mean score of 32.71 with standard deviation of 14.45. The t- calculated value stood at 3.65 and t- critical value stood at 1.96, at df 168. This showed that students whose parents are senior civil servants had higher academic performances than their counterparts whose parents are junior civil servants. Consequently, the null hypothesis was rejected.

4.3.3 Null Hypothesis three: The family size business studies' students does not significantly influence their academic performance in secondary schools in Kaduna state.

Also to test null hypothesis three, the students were divided based on their respective family size which was parents with 1-4 children and parents with 5 and above children. Their academic performance in business studies in JSS2 were collected and t- test statistics was used to determine if possible significant difference existed between the two groups as summarized in Table 11.

Table 11: t-test analysis showing difference in students' academic performance in business studies

	Students	(N)	Mean	St. dev	St. error	Df	t- cal	t- cri	Sig(2tailed)
Family size	1-4 children	98	49.19	19.65	1.98				
						168	3.61	1.96	000
Family size	5 and above children	72	38.53	17.81	2.10				

Source: Field study (2016)

The finding in Table 11 revealed that there is significant difference between the academic performance of students in business studies whose parents are having one to four children and those whose parents are having five and above children in Kaduna State. The reason being that the students whose parents had small family size had a mean score of 49.19 and standard deviation of 19.65 while those whose parents had large family size had a mean score of 38.53 with standard deviation of 17.81. The t- calculated value stood at 3.61 and t-critical value stood at 1.96, at df 168. This showed that students whose parents have 1-4 children had higher academic performances than their counterparts whose parents have 5 and above children. Therefore, the null hypothesis was rejected.

4.4 Summary of Major Findings

The following were the major findings of the study.

- 1 There was significant difference in the performance of business studies' students whose parents have higher educational qualification and those with lower qualification in secondary schools in Kaduna state. The reason been that the statistical analysis showed t- cal of $2.11 > t\text{-crit of } 1.96$ at 0.05 level of significance. This implies that students from high educated parents performed better than their counterparts from low educated parents.
- 2 Occupation of parents do significantly influence academic performance of business studies students in secondary schools in Kaduna State. In view of this, the statistical analysis showed that t- cal of $3.65 > t\text{-crit of } 1.96$ at 0.05 level of significance. This implies that students from parents who are senior civil servants performed better than their counterparts from parents who are junior civil servants.
- 3 There was significant influence of parents' family size on the academic performance of business studies students in secondary schools in Kaduna State. In view of this, the statistical analysis showed that t- cal of $3.61 > t\text{-crit of } 1.96$ at 0.05 level of significance. This implies that students from small family size performed better than their counterparts from large family size.

4.5 Discussion of Major Findings

This study titled influence of socioeconomic status of parents on secondary school students' academic performance in business studies in Kaduna State, has three specific objectives.

Based on research question one and hypothesis one, the findings revealed that, parents' level of education had significant influence on academic performance of business studies' students in JSS in Kaduna State. This was due to the fact that parents' level of

education and cognitive ability of the child play a vital role in his /her academic performance. This showed evidence in Table 6 and table 9, where questionnaire items had a means score of 2.8 higher than the decision mean of 2.5 and the t- cal. Value of 2.11 was greater than the t-critical of 1.96. This showed that the students whose parents were highly educated had higher academic performance than those whose parents had lower education qualification. In agreement to this, Faisal (2014) noted that parents who are highly educated, do involved in identifying the academic problems faced by their children at school so that to discuss it with the children, the teachers and principal in order to find best solutions for these problems. This leads to improvement in children's academic performance. This findings is also in line with Eweniyi (2005) who observed that different factors are capable of influencing the academic performance of a child and such factors may be parental level of education and child internal state(intelligence, state of health, motivation and anxiety) and environmental factors (suitable learning environment, adequacy of educational infrastructure like text books and well equipped laboratories).

The finding in respect of research question two and the test of null hypothesis two identified that parents' occupation displayed financial support and the parents' ability to take care of their children and influence significantly their academic performance in Business studies. This is evident in cumulative means score of 3.3 which is higher than the decision mean of 2.5 as shown in Table 7. Also in Table 10 the t- cal. Of 3.65 was greater than t-critical of 1.96. The findings agreed with OECD/UNESCO (2003) and Ushie, Emeka and Ononga (2012) where the researchers stated that family characteristics are major source of disparity in educational outcome and that more family financial resources which are associated with parents' occupation often imply increased learning opportunities both at home and in school. More so, OECD/UNESCO (2003) further stated that fathers' occupation determine the take home income and time they would have with their children, this tells on

children upbringing; as a father who takes home good salary and had little time to spend with his children is able to interact with them and in the process, help them in resolving their school's needs.

Finally, in research question three and null hypothesis three, the result indicated that students from families with small size have better performance than their counterparts from large families' size. This is evident in Table 8 with cumulative mean score of 3.3 which stood as agree higher than the decision mean of 2.5. And Table 11 with t -cal. Of 3.61 which is greater than t -critical of 1.96. The findings was in line with Udida, Ukwai and Ogodo (2012) who observed that the poor performance of students in examination in recent times could be attributed to changing life pattern in some families and the number of siblings they have, couple with the present economic hardship which made most families unable to meet up with their responsibilities of ensuring a healthy and life rate family. Udida et al (2012) further pointed out that the size of families in which a child grows, affect the intellectual development, this is because in a large family, a child may not be given the require attention especially in his/her academic as the family would have more persons to carter for. The issue of having more persons to carter for, homework, payment of school's fees, attending PTA and many more, may not be convenient for the parents as they have to carter for many children. While most children are well carter for and perform better in most small size families.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the study under the following headings.

- 5.1 Summary
- 5.2 Contribution to knowledge
- 5.3 Conclusion
- 5.4 Recommendations
- 5.5 Suggestions for further studies

5.1 Summary

The general objective of the study was to determine the influence of socio-economic status of parents on secondary school students' academic performance in business studies in Kaduna State. From the general objective, three specific objectives were stated, among them was to determine the influence of parents' educational qualification on academic performance of secondary school students in business studies in Kaduna State. Three research questions and three null hypotheses were also stated. Chapter two presented the literature reviews that are related to this study under the theoretical framework. Conceptual framework such as concept of business studies, socio-economic status, parents' education, parents' occupation, parents' family size, and academic performance were discussed.

Descriptive survey design was used in conducting the study. The total population was 852 students of JSS2 business studies in three secondary schools in Kaduna State. Simple random sampling technique was used and 170 students were selected represented same number with their parents. The sample size represented 20% of their population respectively based on World Bank standard (2007). Also, 24 questionnaire items were raised from the three research questions. The students' terminal examination result records were also collected and used to test the null hypotheses at 0.05 level of significant and the result

revealed that, parents' educational qualification had significant influence on academic performance of business studies students, parents' occupation had influence on academic performance of business studies students, and parents' family size had significant influence on academic performance of business studies' students in Kaduna State.

5.2 Contribution to Knowledge

The study established that:

1. Parents' educational qualification had significantly influenced academic performance of business studies' students in Kaduna State. ($p = 0.000$).
2. Parents' occupation had significantly influenced on academic performance of business studies' students in Kaduna State. ($p = 0.000$).
3. Parents' family size had significantly influenced on academic performance of business studies' students in Kaduna State. ($p = 0.000$).

5.3 Conclusion

Based on the findings in this study, the researcher drawn conclusion that failure in JSCE would continue to rise if parents do not employed their socio-economic status positively on students' upbringing at home and school. Consequently, this might lead to students lose interest in business studies subject and teachers might lose their jobs and subsequently unemployed.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made.

1. Parents should give proper attention to their children by monitoring their activities both at home and school.
2. The Kaduna State government should give scholarship to less privileged students and provide them with adequate learning materials in order to improve learning outcome in Kaduna state.

3. Parents are encouraged to have family size they can cater for. Consequently, there should be enlightenment comparing on use of family planning and child spacing. This would help parents to use their scarce resources in taking care of their children adequately in school and home.

5.5 Suggestions for further studies

A similar study should be conducted in other states of the federation to serve as a basis for comparison of the findings of the study.

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APPENDIX I

APPENDIX II

RESEARCH QUESTIONNAIRE

Name of the Student: _____ Admission No. _____

TOPIC: INFLUENCE OF SOCIO-ECONOMIC STATUS OF PARENTSON SECONDARY SCHOOLS STUDENTS' ACADEMIC PERFORMANCE IN BUSINESS STUDIES IN KADUNA STATE, NIGERIA.

Dear Respondent,

My name is ADAH PAUL, a post graduate student of masters of education (business education), Ahmadu Bello University, Zaria, undergoing a research work on the above mentioned topic for the fulfillment of the award of master's degree M.ed business education.

Please the information gathered would be treated in strict confidential.

Read through the question carefully and tick (✓) correctly to the best of your knowledge and opinion the most correct column.

Section A.

Demographic information of the respondents

Students from high/ lowParental Level of Education

1	Higher education (First degree and above)	
2	Lower education (sch. Leaving certificate, SSCE, NCE/ND) first degree and above)	

Students from senior/juniorParental Occupation

3	Senior civil servants	
4	Junior civil servants	

Students from small/large Parental family size

5	1-4 children	
6	5 and above Children	

SECTION B:

INSTRUCTION: SHOW YOUR LEVEL OF AGREEMENT TO THE FOLLOWING STATEMENTS BY TICKING THE ONE THAT IS APPROPRIATE TO YOU.

S/NO	Research Question To what extent does parents' level of education influence business studies' students' academic performance in Kaduna State? Items.	Response Categorized			
		VHS	HS	LS	VLS
1	Parents with low qualification emphasis hard work to their children and this influence their academic performance.				
2	Parents' with low qualification encourage their children to learn.				
3	Parents' qualification influences the attitudes of the children in their academic pursuit.				
4	Parents with high qualification do value and cherish their children's education.				
5	Parents' with high qualification make enquiries on their wards performance.				
6	Parents with higher qualification encourage their wards in their academic.				
7	Parents with low qualification have less time for their wards.				
8	Parents' qualifications determine students' performance.				
	To what extent do the occupations of parents influence business studies' students' performance in Kaduna State?				
9	Parents' occupation brings out consciousness in the form of values and attitude to their children and influence their performance.				
10	Parents' occupational status is more appropriate measure of students' socioeconomic position and this influence their performance.				
11	Senior civil servants Parents' do pay their wards school' fees on time.				
12	Parents with well pay jobs provide home tutors to their wards and this influence their academic performance.				
13	Parents expectation on their children is in line with their occupational status and it influence their academic performance.				
14	Parents' occupation determined their financial position and ability to take care of their children needs.				
15	Parents with lucrative jobs are source of motivation to children to work hard and this influence their academic performance				
16	Parents feel their occupations are worthy, and in most cases will expect their children to follow suit and this influence their academic performance.				
	To what extent do parent's family size influence business studies' students' academic performance in Kaduna State?				
17	Parents with small size families do manage their homes efficiently.				
18	Parents with large family size do have resources to take care of their children.				
19	Children from small family size do have good children's upbringing.				

20	Parents with large family size cannot effectively inculcate good values to their children				
21	Parents that have small family size do check their children books.				
22	Most children from small families' size performed well academically.				
23	Parents with large family size don't have enough time to check their wards academic progress.				
24	Parents who have small number of children do give much attention to their wards' school work.				

APPENDIX III

GOVERNMENT SECONDARY SCHOOLS: TELEVISION = 73, U/BARO= 50, AND SABON TASHA = 47 STUDENTS, KADUNA STATE.

SELECTED SAMPLE SIZE OF STUDENTS' ACADEMIC PERFORMANCE IN BUSINESS STUDIES' JSSII.

CLASS: JSS 2

TERM: 1ST

YEAR: 2016

S/NO	NAME OF STUDENTS	MARKS	GRADE
1	Makadi Felicia	74	A
2	Manasseh Cywauna	21	F
3	Monday David	15	F
4	Monday Monica	43	D
5	Monday yakubu	68	B
6	Mondecai Keziah	24	F
7	Moses Susan	68	B
8	NirekeChiaunaku	71	A
9	Omega Friday	72	A
10	Obasy Faith	90	A
11	Promise Eseigbe	29	F
12	Simon Iliya	39	F
13	Thomas Keturah	62	B
14	Thomas Yohanniah	40	D
15	Victor Sunday	58	C
16	Vincent Rose	56	C
17	Yakubu Esther	31	F
18	Yohannah Rhoda	12	F
19	Bitrus Janet	19	F
20	SiynaAyazam	37	F
21	Josephine Sunday	15	F
22	Justina Marya	19	F
23	David Joseph	44	D
24	Gloria Bala	37	F
25	Tabitha John	56	C
26	Agnes Jacob	40	D
27	Lonina Ibrahim	46	D
28	Doris Idris	49	D
29	Abafres Daniel	52	C
30	Abenese Joseph	50	C
31	Benjamin Precious	60	B
32	Cypries Julius	49	D
33	Dauda Christy	51	C
34	Danjuma Deborah	27	F
35	Daniel Franca	59	C
36	David Friday	71	A
37	David Rahab	55	C
38	Emmanuel Ibebial	19	F
39	Francis Jonathan	15	F
40	Elisha David	87	A
41	John Oraguld	30	A
42	Julius Joshua	45	D
43	Luka Peace	56	C

44	MagajiMamman	45	D
45	Mamuda Comfort	31	F
46	Rejoice Gwana	65	B
47	Dennis Bello	35	F
48	Bartholomew Stephen	37	F
49	Cyrus Lijani	46	D
50	David O. John	51	C
51	Danladi Joseph	38	F
52	Etim Elisha	70	A
53	Eli Yohanna	38	F
54	Gideon Istifanus	34	F
55	Ezra Sati	27	F
56	Jethro Paul	36	F
57	IliyaAdamu	56	C
58	Samson Silas	34	F
59	Juliana Thomas	35	F
60	Joshua Paul	40	D
61	Comfort Agbo	53	C
62	Blessing Micah	69	B
63	Blessing Enoch	51	C
64	Adah Innocent	40	D
65	AshezieKachalla	51	C
66	Gabriel Joseph	42	D
67	Ugochukwu Maurice	59	C
68	Lucky Samson	39	D
69	Job Emmanuel	42	D
70	Yusuf Irmiya	36	F
71	Victor Patrick	85	A
72	Thomas Udeh	66	B
73	Shedrack Timothy	42	D
74	Samson James	43	D
75	Reuben Jonah	46	D
76	Precious Gabriel	52	C
77	Paul Stephen	38	F
78	Peter Stephen	39	F
79	Kazzah Christopher	45	D
80	Jessica Mathew	46	D
81	Afiniki Ibrahim	55	C
82	Eunice Paul	67	B
83	Felicia Patrick	43	D
84	Gloria Joseph	30	F
85	Goodness Yohanna	30	F
86	Gloria James	52	C
87	Happiness Zebedee	54	C
88	Jessica Mathew	70	A
89	LorinaHussanie	71	A
90	Mary Simon	39	D
91	Priscilla Samuel	67	B
92	Patience Francis	47	D
93	Patience Amos	38	F
94	Precious Adamu	55	C
95	Patience Anthony	38	F

96	Queen Tanimu	63	B
97	Shiayet Emmanuel	56	C
98	Sandra Emmanuel	37	F
99	Tabitha Joseph	58	C
100	Susan Mairabo	83	A
101	Happy Daniel	47	D
102	Peace Idoko	53	C
103	Martha Bawa	27	F
104	Sandra Mairabo	72	A
105	Joy Uto	42	D
106	Jennifer Augustine	35	F
107	IfeomaChukwu	36	F
108	Happiness Unogwu	54	C
109	Deborah Daniel	50	C
110	Cynthia L. Amadi	61	B
111	Faith Bitrus	70	A
112	Faith Dauda	62	B
113	Josephine Ogbo	46	D
114	Precious Micah	52	C
115	Jessica Luka	65	B
116	Endurance Clement	45	D
117	Kizoto Emmanuel	47	D
118	Kenneth Bako	71	A
119	Job Emmanuel	80	A
120	Abel Shekara	40	D
121	Adi Silas	45	D
122	Ali Hosea	46	D
123	Daniel Raphael	49	D
124	Days Desmond	47	D
125	Danladi George	77	A
126	Ayaga Kingsley	51	C
127	Augustine Shedrack	50	C
128	David Samuel	27	F
129	Edwin Prince	32	F
130	Emmanuel Godwin	43	D
131	Douglas Jethro	28	F
132	Dauda Jeremiah	19	F
133	Habila Raphael	58	C
134	Jimoh Francis	26	F
135	John Obebe	47	D
136	Danladi Jessy	28	F
137	Bala Johnson	30	F
138	Ezekiel Godwin	38	F
139	Joseph Dennis	31	F
140	Joshua Johnson	63	B
141	Likita Abel	79	A
142	Mark Michael	29	F
143	Samaila Nicodemus	64	B
144	Pius Stephen	74	A
145	Pius Emmanuel	68	B
146	Peter Taiye	23	F
147	Olotu Samuel	85	A

148	Moses Solomon	08	F
149	Sunday Philip	50	C
150	TankoDiza	50	C
151	Joseph Mark	26	F
152	Bulus Abigail	45	D
153	Emmanuel Gift	55	C
154	Danladi Favor	49	D
155	Enoch Gyosunien	48	D
156	Bulus Theresa	56	C
157	Bako Peace	58	C
158	Alaki Confidence	69	B
159	Adamu Tina	84	A
160	AdamuBege	14	F
161	Abraham Grace	45	D
162	Abraham Deborah	84	A
163	David Linda	52	C
164	Ibrahim Precious	87	A
165	Joseph Martha	26	F
166	AmbiAlheri	56	C
167	Aminu Favor	46	D
168	Ishaya Susan	75	A
169	James Peace	89	A
170	Luka Veronica	80	A