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INFLUENCE OF PARENTAL LEVELS OF EDUCATION ON STUDENTS' ACADEMIC ACHIEVEMENT IN BUSINESS STUDIES IN PUBLIC JUNIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

The primary objective of the study was to determine the influence of parental levels of education on business students' academic achievement in public junior secondary schools in Adamawa State, Nigeria. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The study adopted a mixed of descriptive survey and ex-post facto design. The population constitutes 69,487 students which were drawn from junior secondary schools in five educational zones across the 21 local government area of Adamawa State. Simple random sampling technique was used to determine the sample of 382 students for the study. Structured questionnaires of 15 items were adopted for the study and the data collected were analysed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis and Z-test at 0.05 level of significance. The major findings of the research include the following: parental level of education has a positive significance influence on the student's academic achievement in Business Studies and there is no significance difference between males and females student's academic achievement in Business Studies among junior secondary schools students in Adamawa State, Nigeria. It was concluded that parental levels of education positively influenced their learning. It was indicated in the findings that the students showed, higher academic achievement whose father and mother were more educated as compared to those students whose father and mother were not educated or less educated, as well as the study indicate that there is no significant difference between males and females student's academic achievement in Business Studies. The researchers recommended that the school administrators through school-open-day/exhibition week, PTA meetings and other means should urge parents who have low level of education to complement their children education by hiring additional lesson teachers for them at home, and parents who have high education should strive to read through their child's note books and monitor their educational development.

Key Word: Influence, Parental Levels of Education, Students' Academic Achievement, Junior Secondary Schools.

Introduction

Despite the importance and contributions of Business Studies to daily activities of individuals, businesses and government; the persistent poor students' academic achievement of students in the subject has not been adequately addressed. Udoukpong, Emah and Umren (2012) stated that a number of factors are capable of determining the academic achievement level of

students in a particular subject or course of study. These factors included school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, pupils to teacher ratio, family sizes, parental occupations, parental levels of education, parental motivation and gender among others.

Akerman (2012) also opined that if parents do not see Business Studies as a worthwhile subject, then parents will apply very little influence or pressure to encourage their child to have a good academic achievement in the subject. Business studies are a subject which is design to introduce students into the foundational knowledge of the principles as well as practices of business. Osuala (2013) opined that business studies helps students to make informed decisions in the everyday business of living. Business Studies prepares students for business careers as well as to enable them become more efficient and advance to higher business positions. Business studies has five components which include; Office Practice, Commerce, Book-keeping, Shorthand and Typewriting. Considering the nature of its components, family background factors accruable may have a tremendous influence in enhancing students' learning in those areas. The family background involves all the conditions as well as the conditions in the family which may influence the child emotionally, physically, financially and intellectually. Obviously, children who came from different family backgrounds may be affected differently by such family conditions. Thus, it may be the major reason why some children have a good home family background, educationally while others have poor background.

The family background factors include; family sizes, parental occupations, parental motivation and parental levels of education. These are the major factors of family background. Parental levels of education may influence the goals and values they have for their children. These values could result in differences in parenting practices which, in turn, results in differences in children's academic achievement. In other words, parental levels of education bring to light parents' involvement, confidence, ability to encourage, positive attitude, toward attainment of formal education and capacity to participate in their children school activities in order to facilitate their children's good academic achievements. Parents' levels of education can be classified into higher education and lower education. Parents who are highly educated must have obtained Senior School Certificate Examinations (SSCE), Ordinary National Diploma/National Certificate in Education (OND/NCE), Higher National Diploma or Bachelors Degree (HND/B.sc) in different fields of learning; Post Graduate Certificates and Diploma in Education. Some of them must have obtained Masters in Education, Master of Science, Doctor of Philosophy (PGDE, M.Ed, M.Sc, Ph.D) among others. Nevertheless, parents with Junior Secondary School Certificate (JSSC) and below are referred to as those having lower education.

Parental level of education is the aggregate systematic development, instruction and training from an institution of learning to acquire knowledge, skills and natural powers needed for everyday life experiences. When the adolescents required information on topics such as career planning, they looked to their parents for overwhelming majority of the time. The parental levels of education may to the large extent positively influence student's academic achievement (Biccer and Capraro, 2011).In support of this view, Onuigbo (2015) noted that educational level of parents which is an indicator of socio-economic status has direct influence on child's values as well as their academic achievements in school. Those parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children (Ammar, 2014). According to Dubow, Boxer and Huesmann (2013), education level of a parent is a significant predictor of a child's educational achievements and behavioral outcome. Parents with higher educational levels have expectations of their children's academic achievement in Business Studies (Eremie, 2014). According to Abdullaziz (2015) maintained that the parents who have high educational level provide an environment that supports their children in attaining their education and improve academic achievement in Business Studies.

Kerubu, Kinga and Mukolwe (2015) opined that educated parents appear to be worried much on their children academic work.

Educated parents create time to check their children work which help to builds more confidence in their academic abilities hence succeed in life. The association between parents' and their children's educational achievement always goes hand in hand, highly educated parents provide more incentive and enabling environment for their children learning (Ogunsola and Adewale 2012). According to Pata (2014) observed that the extent of each parent's education measures the extent of their children levels of educational attainment. This is so because, the highly educated parents will prefer to leave in rented apartment and manage with the little income they have and enroll their children in better schools as well as provide them with all necessary materials that will enable their children to make their teaching and learning process easier. In addition to analysis of American parents' time use for their children education. Osunloye (2008) noted that time spent with children is valued more by better educated parents.

Parental level of educations helps to enhance the knowledge, values, belief and goals about their childrearing and academic achievement. Ammar (2014) mentioned that those parents who are highly educated guide their children in doing their home works for better academic achievement in Business Studies. Harirs and Janet (2008) identified that parental levels of education affect parenting style which, in turn, affects children's academic success. Pata (2014) added that families with higher educational levels are likely to be more permissive and less strict in parenting. According to Gabriel (2010) stated that parental education shows a strong correlation to students' academic achievement. Other researchers have debated the correlation of parental levels of education and students' academic achievement in Business Studies. Aliyu (2008) is of the opinion that the parents who are highly educated engage their children to participate in debate competition in different subjects. Leleroq (2011) stated that parental levels of education are directly related to styles of parenting and not student's academic achievement reading for the debate will enable their children to cover the syllabus of their subjects.

Leleroq further stated that the parents with lower educational level used coercive strategies for discipline which, in turn, predisposed their children to antisocial and abnormal behaviours. Such children performed very poorly and obtained lower grades (Qeca, 2010). And Onuigbo (2015) noted that a mother's and father's educational attainment link positively to parenting and adolescents' academic performance. Gabriel (2013) stated that well-educated mothers who have a predisposition to information about school are more likely than less educated mothers to discuss their child's school academic achievement. The same study showed that well-educated mothers' expectation levels are higher and they have more demands of academic achievement for their children. Qeca (2010) stated that the mothers' educational attainment levels have tremendous effects on student academic achievement. Bysenk and Locksoh, (2011) identified that the difference between paternal and maternal influence on students' academic performance and educational goals, and concluded that ND/NCE, HND/Degree, and Post Graduate holders students were greatly impacted by parental levels of education. The parental levels of education may enhance the realistic expectation and the ideal educational aspiration of the student.

Other studies indicate that a father's educational level has a direct bearing on children and a mother's educational level has an indirect effect. Gross (2010) observed that fathers' educational level levels had a significant relationship with intelligence and achievement scores in American and Korean samples. Other significant results were that fathers who obtained a higher education levels had children who were more intelligent and higher achievers. Gabriel (2010) opined that high levels of achievement are indicators for children who had highly educated fathers. On the other hand, Biccer and Capraro (2011) stated that the mothers' educational levels were not as influential to students' academic achievement. In fact, the results

indicated that mothers' educational attainment levels did not affect student's academic achievement when Biccer and Capraro were drawing their conclusion of studies. Besides, the parental levels of education indirectly affected the psychosocial maturity of adolescents and children of American and Korean samples. Well-educated mothers were more interested in their children's activities, and their involvement led their students to be more self-reliant. Although Joseph (2016) is of the opinion that mothers' educational attainment levels did not have any significant impact on student academic achievement, educational attainment indirectly affected the psychosocial maturity of the student, which in turn determined levels of achievement.

Parents who attended college had children who also attended college. In a study of nearly 25,000 8th graders, Ibrahim (2012) observed that students whose parents only attained high school diplomas where five times more likely than their peers to drop out of high school by the 10th grade. Authors such as Prewittz (2010), and Dubow, Boxer and Huesman (2013) stated that parental levels of education and income have an impact on the college experience of their children. Parents who have college degrees tend to have higher incomes and higher educational attainment, and their children attend selective colleges more frequently than their first-generation college peers. Pata (2014) as well as Kipkoech and Ngeno (2015) viewed that parental levels of education have long-term influences on student educational attainment. Students whose parents have degrees are often predisposed to environments of academic preparation and achievement which reinforce the retention of first-year college students. The studies by Shea (2010) and Leleroq (2011) also stated that first year academic performance is closely related to academic preparation, whereas retention to graduation is associated with friends and family.

Longmore (2009) noted that one of the ways parental levels of education can be measured by attaining a higher education level thereby having access to intellectual resources and parents who have high educational level provide an environment that supports their children in attaining their education. Although schools, peers, and the student's community all have an enormous impact on the young adult's self-identity and studies. Even with parents stating that their assistance with their child's academic development is an important parental task (Clutter, 2010). Educated parents may motivate their children to acquire sound education and improve academic achievements.

Academic achievement acts as an emotional tonic. Good foundation is laid in the school in early years of life. According to Ifedili (2012) academic achievement is referred to as the numeric scored gained by students in an attempt to pass their examinations. Many people have argued that student's academic achievement depends on some factors such as peer influence, parents, gender, school location and teachers and so on. The academic achievement of students in junior secondary school (JSS) is usually noticed in terms of the marks or scores after undergoing a test, examinations and practical. It is by this background; therefore, that the study was out to determine the influence of parental levels of education on business studies student's academic achievement in secondary school in public junior secondary schools in Adamawa State, Nigeria.

Statement of the Problem

The present poor academic achievement of students in Business Studies as reflected in their result of junior secondary school certificate examinations (JSSCE) report by the Chief Examiners of Adamawa State Education Resource Centre on student's academic achievement, cited in all the Five Educational Zones in Adamawa State from 2015 to 2017 sessions is of utmost concern. The report revealed a downward movement in students' academic achievement, based on a credit passes percentage in the year 2015 by 39.69%; 2016 by 34.34%; and 2017 by 33.23%. Based on the figures above, it reveals that something is wrong. From the researchers

observation and interaction with some teachers and students offering Business Studies in Adamawa state in the year 2018, it is obvious that some stakeholders in education believed that parents' influence, in terms of their level of education and line of occupations are some of the major factors contributing to present poor academic achievement, while some teachers were of the view that since the subject is mostly practical in nature, it should be exclusively for male students. Based on the researchers' interaction with parents, students and teachers, it was observed that some believed that those who are not performing well in Business Studies are mostly females.

Others, however, expressed a contrary opinion, stating that female students in recent time perform academically better than male students. The parental educational levels are one of the major influential factors causing low academic achievement (Ammar, 2014). There are different opinions of parents during Parent-Teacher Association (PTA) meetings in both Public and Private Schools in Adamawa State on the low academic achievement of their children in the last 2016/2017 JSSCE in schools. This persuaded the researcher to determine whether, parental level of education has any significant influence on students' academic achievement in Business Studies in JSS in Adamawa State, Nigeria. Thus, constitute the problems that prompted the researcher to carry out this study, to identify possible solutions, using empirical evidence.

Objective of the Study

The primary objective of the study was to determine the influence of parental levels of education on business students' academic achievement in public junior secondary schools in Adamawa State, Nigeria.

Specifically, the study sought to:

1. Examine the influence of parental levels of education on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.
2. Ascertain the difference between male and female on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Research Questions

This research work was formulated to guide and answered the following research questions:

1. To what extent does a parental level of education influence students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?
2. What is the difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?

Research Hypotheses

Based on the specific purposes, two hypotheses were raised and tested at 0.05 level of significance:

HO_1 Parental levels of education have no significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

HO_2 There no significant difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Methodology

The descriptive survey and ex-post facto were the design of the study. This is because the study aimed at determining the possible cause and effect relationship between the parental levels of education on business students' academic achievement. The descriptive survey design was appropriate because it is a design that a group of people are studied by collecting and analyzing data from such a group of people who are considered to be a representative of the population (Okwor, 2011). The ex-post facto research design according to Obeka (2011) viewed it as a systematic empirical study in which the researcher does not in any way control or manipulates independent variables because the situation for the study already exists or has already taken place. The population of the study consists of 506 junior secondary schools, and 69,487 students which comprise of 36,282 males and 33,205 females in 2017/2018 academic session in Adamawa State who are the target of the study. The study adopted a sample size of 15 numbers of schools, three from each Educational Zones in order to facilitate data collection. A total of 382 students were sampled randomly from five Zones and JSS III. The major instrument for data collection for this study was 11 structured questionnaire items for students and the student record of academic achievement was collected and used for the year 2017/2018 academic session. In the questionnaire, the items were based on 4-point scale, and weighed on the following scale:- Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Medium Extent (ME) 2 points, Low Extent (LE) 1 point (4+3+2+1) = 10. 10/4 = 2.50. Cut off Point for Decision. Test-retest method was used for the purpose of establishing the reliability of the instrument; the responses from the two administrations of students were correlated using Pearson Product Moment Correlation (r) and the result of the analysis showed the correlation coefficient of 0.76. Thus, the instrument was considered reliable for gathering the data for the study. The researchers and research assistants visited the 15 schools, three schools from each of the five Zones for the study and administer the research instrument at their respective premises. A total of 382 questionnaires were administered to students, and 380 were returned. The students result sheets for the year 2017/2018 session were collected and used, mean and standard deviation was used to analyse the data collected to answer the research questions. The null hypothesis one was tested using Simple Linear Regression (SLR) and Z-test in the test of hypothesis one and two respectively in order to determining the existence of the significance to retained or failed to retained the null hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent does a parental level of education influence students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?

To answer research question one, the responses obtained from despondence were analysed using mean and standard deviation as shown herein;

Table 1: Presents the Means and Standard Deviations of responses on Influence of Parental Level of Education on Business Studies Students' Academic Achievement, n = 380.

S/N	Items/Statements	$\bar{X}$	SD	Decision
1	Parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children.	2.82	1.67	High Extent
2	Parents with higher educational levels have high expectations of their children's academic achievement in Business Studies.	1.60	1.26	Low Extent
3	Children from illiterate families may learn little or nothing from home that can help them develop interest in academics.	2.99	1.73	High Extent
4	The time spent in learning Business Studies with children is valued more by better educated parents.	3.22	1.79	High Extent
5	Parental level of education has a strong correlation with students' academic achievement in Business Studies.	3.24	1.80	High Extent
6	Parents who are educated always engage their children in meaningful intellectual activities which aid their healthy attitude in learning Business Studies.	2.94	1.71	High Extent
7	Parents with higher levels of education mostly seem to develop a stronger confidence in their children's academic abilities in Business Studies.	3.02	1.73	High Extent
8	Parents who have high educational level provide environments that support their children in achieving their education and improved academic achievement in Business Studies.	3.29	1.81	High Extent
9	Educated parents arrange for supportive teachers in Business Studies to enhance their children's academic achievement.	2.93	1.71	High Extent
10	Parents who are educated guide their children in doing their home work for better academic achievement in Business Studies.	3.42	1.85	High Extent
11	Educated parents always demand for Business Studies progress reports to monitor their children's academic progress.	2.87	1.69	High Extent
12	Educational level of a parent is very important to the child's academic achievement in Business Studies.	3.07	1.75	High Extent
13	Parents who are educated encourage their children to study subjects which are pivotal for good university courses.	3.10	1.76	High Extent
14	Educated parents always want their children to be future Business educators.	1.62	1.27	Low Extent
15	Mothers' educational attainment levels have impact on the academic achievement of their wards.	3.50	1.87	High Extent
	Grand Weighted Mean	**2.90**	**1.69**	High Extent

Source: Field Survey, 2018.

Table 1 data revealed the respondents mean rating and standard deviation of the extent of influence of parental level of education on students' academic achievement in business studies

in public junior secondary schools in Adamawa State, Nigeria. The responses of item one to fifteen in the questionnaire were analysed and the study revealed that parental level of education has a positive influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria. (The grand weighted mean was 2.90, and the SD stood at 1.69).

Research Question Two: What is the difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?

To answer research question two, the scores collected were summarize in Table 2.

Table 2: Analysis of Differencebetween Male and Female Students' Academic Achievement in Business Studies in Public Junior Secondary Schools in Adamawa State, Nigeria, n = 380.

Variable	Gender	N	Mean	SD.
Students' Academic Achievement (Scores)	Males	201	63.45	7.97
	Females	179	59.36	7.70

Source:Field Survey, 2018.

Data in Table 2 revealed the difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria. The number of male students was 201 with means scores of 63.45 and standard deviation valued at 7.97. While number of female students was 179 with means scores of 59.36 and standard deviation valued at 7.70 respectively. Thus, the results established that there is a slight difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

$H0_1$ Parental levels of education have no significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Table 3: Summary of Simple Regression of the Influence of Parental Levels of Education on Students' Academic Achievement in Business Studies.

Variables	B Unstan-dardised	Std. Error	T	Sig.	Beta Standar-dised	R	R^2	Add. R^2	Dec.
Parental Level of Education	34.990	8.096	4.322	.000	.959	0.959	.920	0.768	H_{01} Failed to Retain
Students' Academic Achievement	.161	.198	.812	.000					

*Significant, p< 0.05. **Source: Field Study 2018.**

Table 3 data reveals the analysis of parental levels of education in relation to students' academic achievement in Business Studies. Table 3, indicates that R^2 value is .920, Beta = .959 and p = .000. This implies that 92% of students' academic achievement was dependent upon the parental level of education of the students. Thus, since p - value of .000 is less than the level of significance of 0.05, this implies parental levels of education has a positive significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the parental levels of education have no significant influence on students' academic

achievement in business studies in public junior secondary schools in Adamawa State, Nigeria was failed to retain.

HO_2 There no significant difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Table 3: Summary of Z-test Difference between Male and Female Students' Academic Achievement (Scores) in Business Studies in Public Junior Secondary Schools in Adamawa State, Nigeria.

Variable	Gender	N	Mean	Std. Dev.	Std Err.	Df	Z-Calculated	Z-Critical	Sig. (P)
Students' Academic Achievement (Scores)	Males	201	63.45	7.97	1.048	380	1.299	1.96	0.198
	Females	179	59.36	7.70	1.307				

Calculated Z<1.96, calculated p>0.05. Source: Field Study 2018.

Data in Table 4 revealed that there is no significant difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria. This is because the calculated P value of 0.198 is greater than the 0.05 alpha level of significance. The Z-calculated value of 1.299 is lower than the Z-critical value of 1.96, at Df. of 380. Thus, their calculated mean scores were 63.45 and 59.36 for male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria respectively. Hence the null hypothesis which states there is no significant difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria is hereby accepted and retained.

Discussion of Findings

With reference to research question one which sought to establish whether parental levels of education on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria. The null hypothesis (Ho_1) in Table 3 had results showed that parental levels of education have no significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria, indicating that the hypothesis was failed to retain. The data collected revealed that parental levels of education have a positive significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria, indicating that the hypothesis was failed to retain. The study found that based on the analysis of data composed from the respondents that students whose parents were highly educated had higher academic achievement than those whose parents had low education. This finding is in line with Abdullaziz (2015) who agreed that the parents who have high educational level provide an environment that supports their children in attaining their education and improve academic achievement in Business Studies. Again the result also agreed with Longmore (2009) who supported that the parental level of education along with monitoring academic assistance and educational support of their children are positively related to good academic achievement. This finding of the study is in consonance with what Ammar (2014) stated that the parents who are educated guide their children in doing their home works for better academic achievement in Business Studies.

Similarly, the finding of this study was also in agreement with Kerubu, Kinga and Mukolwe (2015) who observed that parents who had obtained a higher levels of education, have more stronger confidence in their children academic achievement, and they as well have higher expectations in their learning abilities. They always expect that their children will have good

grades, and work hard to achieve their academic goals. The higher expectations of their parents motivate their wards to perform well academically. The level of confidence they have in their children performance enable them to builds their own confidence in their academic abilities hence improve their academic achievement in Business Studies.

Thus, the result of this study reveals that the parental levels of education have a positive significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria at $P \leq 0.05$.

The findings of research question two and test of null hypotheses two in Table 4 which looked at there no significant difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria. The data collected for this objective revealed that there is no significant difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria.

Conclusion

Based on the outcome of this study, the following conclusion was reached. Parental levels of education have a positive significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria; the study revealed the clearest patterns of variation in student's academic achievement. Students showed, higher academic achievement whose father and mother were more educated as compared to those students whose father and mother were not educated or less educated. It was also there is no significant difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria.

Recommendations

Based on the findings obtained in the study, the researchers make the following recommendations:

1. The school administrators through school-open-day/exhibition week, PTA meetings and other means should urge parents who have low level of education to complement their children education by hiring additional lesson teachers for them at home. Also, parents who have high education should strive to read through their child's note books and monitor their educational development.
2. Parents ought to improve the nature and strategies they raised their children, especially those who are not educated or low educated as their parenting style has a positive or negative influence on their children academic achievement.
3. Gender has no influence or impact in the teaching and learning of Business studies in public junior secondary schools in Adamawa State, Nigeria.

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