

**FAMILY BACKGROUND AS A PREDICTOR OF STUDENTS' INTEREST IN
BUSINESS EDUCATION PROGRAMME IN
TERTIARY INSTITUTIONS IN SOUTH EAST, NIGERIA**

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ABSTRACT

This study determined family background as a predictor of students' interest in business education programme in tertiary institutions in South East, Nigeria. The study employed four specific objectives, four research questions guided the study and four hypotheses were tested at 0.05 level of significance. The study adopted a correlational survey design. The population of the study comprised 1191 year two (2) and three (3) Business Education Students from public tertiary institutions offering business education in South East, Nigeria. A sample size of four hundred and eighty (480) business education students were selected using stratified random sampling technique. Instruments for data collection were structured questionnaire titled "family Background Questionnaire" and Interest Scale on Business Education developed by the researcher. The instruments were validated by three experts in Business Education and Measurement and Evaluation from Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability of the instruments was determined using Cronbach Alpha co-efficient to determine the internal consistency of the instrument yielded correlation coefficient of 0.83 while family background questionnaire yielded 0.87 for interest scale questionnaire. Data collected were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions while Linear Regression analysis was used to test the hypotheses at 0.05 level of significance. The strength of the relationship was established using Cresswell correlation coefficient. Findings of this study revealed that there is moderate positive and significant relationship between family size, parental income, parent's occupation and students interest in business education programme and strong positive and significant relationship between parent's educational status and students interest in business education. Based on the findings of the study, it was concluded that family background predicted interest of students in business education programme in tertiary institutions in South East, Nigeria. It was therefore,

recommended among others that Government should sensitize families no matter the educational status on need and importance of supporting their children's academic achievement in any level of education.

Keywords: Family Background, Students' Interest, Business Education.

Introduction

Education is a tool by which the human minds develop through a wide range of learning at homes, schools and religious institutions like churches and mosques among others. It can also be thought of as a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is one of the best legacies a nation can give to her citizens. Any nation hoping to have bright future needs to emphasize education because it is one of the ways to accelerate national growth and development. Education is considered as a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth.

Family is the most important primary group and the smallest social unit in the society. Family has been described as the smallest, most personal and not intimate of social groups. According to Okunniyi (2014) family is a primary social group of parents, offspring and possibly other members of the household. In the same vein, Aliyu (2016) posited that family is one of the most important social institution and agent of socialization charged with the responsibility for among other things determining one's attitude toward religion, intellectual training, character training, love for others and vocational training. It is the family that lays the foundations of moral and spiritual development of the child, and also relate to the idea of right and wrong, good and bad. Family also plays a major role in determining one's future career through socializing the young one into vocation or trade for self-reliance, by exposing the child to either the vocation of the family or any desirable trade before the child becomes adult. Family, being the initial contact where the child learn the concept of authority, good manner and respect for elders, it also lay down or determine the intellectual development of the child through activities that develop language and number competence in the child, (Jekayinfa, & Oke in Aliyu, 2016). It is known that family inspires values which are more practical than theoretical; family's central role is socializing or educating the child about the norms and social values of the society, that will qualify one to be a functional and acceptable member not to the immediate family but to the society at large. The family here includes everything that surrounds within the family itself and includes the family background, their socio-economic status among others.

Family background can be thought of to represent all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally. Effiong and Edet (2020) noted that with some families, the background varies from time to time for the same individuals. The author further stated that because it is parents who are primarily responsible for establishing the family and exercise control over it, they are responsible for the type of family background that exists. This means that parent

attitudes are very important in promoting healthy family background, and healthy family background is possible when parents adapt to the culturally defined roles of parents to the needs of the changing young generation. The family background of children is capable of affecting the behaviour of the children and determines their aspiration. Socialization differs from one family to another; each and every family has a way and manner in which they want to bring up their young ones. What is considered important in one family may not be necessarily relevant to another family (Aliyu, 2016). Family backgrounds affect the way children study and learn in schools which influences their interest and achievement. Children that grew up from different family backgrounds are affected differently by such family condition, which are the reasons behind why some children have good family background while others have a very poor background. The differences in our family background are some of the causes of variation in pupil's interest and performance in school. Parents of children from good family background involve themselves in monitoring their children interest and achievement in schools. The parent involvement of children academic activities is some time influenced by the family size.

Family size is the total number of people consisting of parents and their children. Family size is one of the factors that determine the educational developments. According to Mc Neal in Onyancha et al (2015) pointed out in their study that socio economic status has overridden other educational influences such as family size, parental involvements and educational level of the parents. However, when the family size is large with low income of the parents, they may not meet the academic needs of the children thereby resulting to low interest. According to Alio in Mogonch and Ayienda (2020) family size has implication for education. The author emphasized that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic achievement. Similarly, smaller family size has been linked with high academic achievement. Majoribank in Mogonchi and Ayienda (2020) further stressed that students with fewer siblings are likely to receive more parental attention and have support that leads to better interest in studies and school performance.

Moreso, Okunyi in Mogonchi and Ayienda (2020) on the economic implication of large family size observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do homework undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Academic interest and attainment of students depends on inputs of time, attention, resource and money from their parents; therefore, the more children there are in the family, the less of these inputs. This tends to put children from larger families to have lower levels of education. These inputs are not money alone, but other essential things like attention, resource dilution and so on. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

Student's educational development appears to be influenced not only by parents' values and aspirations but also by income. It is believed that children whose parents have high income often achieve more educational development. Sean (2013) posited that the impact of the parents' income can be shown in the early timing of the students' learning. Sean maintained that parents of higher income take their children to school earlier than their lower income counterparts. They can afford to take their children through pre-school learning and this have greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their low income counterparts who cannot afford preschool learning for their children and prefer having their children commence learning from primary one (grade one) onwards. Becker in Kamau (2013) also revealed that family income also affected children's educational aspirations, their status among their peers, their neighborhood quality, the stability of their lives, and insecurity within their family, any or all of which may influence child outcomes. Furthermore, the income of parents goes a long way in determining the academic interest of their wards.

Parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization. It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life (Abubakar & Musa, 2019). Furthermore, Mudassir and Abubakar (2015) in their study noted that students from parents with formal occupation perform well than those from parents with informal education. Therefore, Saila and Chamundeswari (2014) expressed that family financial resources, which are mostly associated with parent's occupation and educational attainment, often influence learning opportunities both at home and in school and concluded that there is a positive relationship between parental level of occupation and academic interest and achievement of a student.

The importance of parental level of education to achievement of students cannot be over emphasized. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion of sociologist that education can be an instrument of cultural change which is being taught from home. It is not out of place to imagine that parental socio-economic background can have possible effects on the interest and achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables.

Khan, et al (2015) also explained that education of a child needs multidimensional efforts. Students, teachers, institute and parents all have their importance in their process of learning. Parent's education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, interested, resourceful and experienced than the children whose parents lack education. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers', parental motivational pattern places them at advantage or disadvantage to evaluate their children's academic work and monitor their progress. A child that is highly motivated by parents in her studies will work hard to succeed.

Motivation and learning process have a strong connection. Motivation is the core for human being's aspirations and performances. Thus, motivation is crucial to succeed in educational matters and without the fighting spirit nothing is possible not only in education but also in real life. The learning process is an endless life long process. In order to continuously achieve individual set goals, a high motivation is crucial. Motivation is the force that encourages students to face all the tough and challenged circumstances. Motivation itself is a huge scope to cater for students' academic achievement (Sivrikaya, 2019).

Parental involvement in school has been demonstrated to be a key factor for student's academic outcomes. Okwulanya (2013) opined that motivation from educated parents strengthens the academic aspiration in their children to perform better in their academic work. According to Okwulanya, some children may come from homes where academic is much valued, where there are books around them and most of the time, they see their parents reading. The parents give them books as christmas presents, they encourage them to read many books by encouraging them to read and use the library. Okwulanya went further to emphasize that some children may come from illiterate homes, where no importance is attached to books, and children scarcely see their parents at home. Motivated students are likely to engage in an activity more vigorously and more effectively than unmotivated ones. Motivation goes a long way to improve the achievement and interest of a child from cradle even to tertiary institution.

Tertiary institutions, also known as higher education in Nigeria is that level of educational institution that provides education to individuals after post-primary or secondary education. Thus, business education as a course is offered in Universities, Colleges of education, polytechnics and monotechnics or special colleges. Osman, et al (2017) also emphasized that the curriculum content of business education programme should be adopted to life and job market requirements in terms of skills and focusing on easing the school-to-work transition and preventing labour market mismatches. The options include; Accounting Education, Office Education (Secretarial Education), Management Education, Marketing/Distributive Education and computer Education. Therefore, business education programme do not only assume that business education should concentrate on the education of teachers of business courses, rather, there are elements of accountancy, business administration, marketing, finance, cooperative management and secretarial administration in business education.

Business Education is one of the courses offered in tertiary institutions with the aim and objective of providing learning situation for acquisition of skills by students who uses such skills in their work place, managing their own business to sustain livelihood and contribute positively to the economy. Business Education can be seen as education that prepares the beneficiaries for gainful employment and sustainable livelihood. Emeasoba and Mmuo (2018) saw Business Education as a tripartite programme of instruction which prepares the recipient or the learner to be a business education teacher, and office worker or to be an entrepreneur. Business Education which is offered at universities and colleges of education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work. Similarly, Umezulike, Okeke-Ezeanyanwu and Okoye (2016) explained that business education is an indispensable programme without rival for recovery of human

values in the era of information and communication technologies. Furthermore, Onokpanu (2016) further posited that business education is that aspect of general education that prepares students for employment and advancement in a broad range of office occupations, accounting profession, marketing occupations, teaching profession and entrepreneurship venture. Adeagbo (2021) noted that academic achievement is one of the major factors in education output which is a determination of schooling quality, teachers' competence and overall educational development but students cannot achieve higher academically without interest.

Interest is having an affective reaction to and focused attention to a particular thing. According to Essien et al (2015) interest could be a temporary or permanent feeling of preference. It could also be viewed as a condition in which an individual associates the essence of certain things or situation with his needs or wants. Similarly, Kpolovie, Joe and Okoto (2014) also defined interest as a psychological state of having an affective reaction to and focus attention for particular content and or the relatively enduring predisposition to engage repeatedly in particular classes of objects, events or ideas. Going by these definitions, interest thus seems particularly useful as the relationship between identification, absorption and the maintenance of a self-initiated activity which offers a straight forward way to analyze classroom activities. Interest has to do with a learners' predisposition to react positively in certain ways toward certain aspects of the environment and interest is usually developed in relation to and remain allied to more basic motives. Interest reaction to any situation depends upon the situation's potential of actual fulfillment of personal need goals. Students' interest in courses has been cited as a partial explanation for overall course ratings occupational choice and achievement. Interest also contributes to students' academic Achievement (Adeyemi and Adeyemi, 2014). Furthermore, McClernmey, Dowson, Young and Nelson in Essien et al (2015) noted that when students saw value and relevance in what they were learning and how it could help achieve their goals, they are more likely to have increased interest, put forth effort, and graduate. In addition, the more competent they felt about their abilities, the more likely they were to commit to continued study and education. Therefore, the interest these students felt in their learning had a significant impact on their feelings of success, and, ultimately, their performance. It is important that students view their learning experiences as authentic and meaningful. Students are far more likely to put forth effort when they understand why they are doing a task. The impact and effect of students' intrinsic motivation is important for teachers to remember when presenting information in their classrooms.

In the same vein, Diaz-Rubin in Saucer (2012) agrees that choice motivated by student interest-is a successful way to engage students. By tuning into student interest, teachers can promote learning. Without motivation, students are clearly less engaged and less likely to be successful. It is the responsibility of teachers to be aware of their students' interests and to capitalize on them whenever possible. Student interest and engagement is not always an easy thing to predict, nor is it static. Because students are constantly changing and growing, educators must be aware of how those changes impact the students. Interest, in a classroom setting, is required to meet students' intellectual and emotional needs. Nworgu in Babat and Ugbe (2017) described interest as one practical class of attitude which is always positive and is associated with objectives or activities that are need-satisfying and pleasure giving. Agbi in Babat and Ugbe (2017) explained that interest is

the interaction which forces a child to respond to a particular stimulus. In other words, a child develops interest for a particular stimulus that aroused and attracts him. Put in a classroom situation, if a student is interesting in a lesson, the student will definitely pay attention in the class. Babat and Ugbe noted that in matters relating to interest, the thing perceived has a special attraction for the mind and stands out to attract attention, by implication interest is able to compile attention. They went further to state that students lack of interest in a subject can be exhibited through lack of enthusiasm about knowledge and some disappointing class behaviours such as sleeping, coming distracted, chatting, passing notes and eating while lecture is going on.

According to Adeyemi and Adeyemi (2014) when students lose interest in their studies, failure rate will be higher. Adding anti-social dimension to it, Adeyemi and Adeyemi wrote that students may engage in very many unlawful activities like cultism, robbery, prostitution and tyranny among other vices. However, the background of a family is capable of affecting the behaviour of the child, his interest and determine their aspiration. In the light of these, the researcher is poised to determine the family background as a predictor of students' interest in business education programme in tertiary institutions in South East, Nigeria.

Statement of the Problem

The relationship between family background and student's interest has been of immense interest to educators because one cannot ignore the influence of family background from students' academic interest and achievement in the school. Business education being a total education designed to provide the recipients with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services is very apt in our nation. Arising out of the need for students to perform academically in school, parents continue to have anxiety over the interest of their children. This concern arises out of the fact that children no longer perform well academically as well as their counterparts of past years. Some students end up reading courses that are not of interest to them and will end up not performing well in the field of study. It appears schools and parents do not care or do not want to check if any extraneous factors are responsible for the poor academic performance of their children. If the anxiety of the parents are genuine, then, one may wish to know those factors which are capable of influencing the academic interest of children in school.

The rate of unemployment among business education graduates are on the high side even when it is spelt out in the objective to prepare its recipients to acquire skills, competencies, knowledge, attitudes, values among others that will enable them to be self-reliant and compete favourably in the world of work. Most of business education undergraduates end up studying business education because they did not get admission to study their choices of course, thereby losing interest in the course and thereby not performing well academically. In light of the above issues the study is poised to find the relationship between family background on students' interest in Business Education programme in tertiary institutions in South East, Nigeria.

Purpose of the Study

The main purpose of this study was to determine the extent family background predicts students' interest in business education programme in tertiary institutions in South East, Nigeria. Specifically, the study sought to:

1. determine the extent of relationship between family size and students' interest in business education programme in tertiary institutions in South East, Nigeria;
2. ascertain the extent parents' income relates to students' interest in business education programme in tertiary institutions in South East, Nigeria;
3. determine the extent of relationship between parents' occupation and students' interest in business education programme in tertiary institutions in South East, Nigeria;
4. determine the extent of relationship between parents' educational status and students' interest in business education programme in tertiary institutions in South East, Nigeria;

Research Questions

The following research questions guided the study.

1. To what extent does family size relate to students' interest in business education programme in tertiary institutions in South East, Nigeria?
2. To what extent does parents income relate to students' interest in business education programme in tertiary institutions in South East, Nigeria?
3. To what extent does parents' occupation relate to students' interest in business education programme in tertiary institutions in South East, Nigeria?
4. To what extent does parents' educational status relate to students' interest in business education programme in tertiary institutions in South East, Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

- H0₁: There is no significant relationship between family size and students' interest in business education programme in tertiary institutions in South East, Nigeria.
- H0₂: There is no significant relationship between parents' income and students' interest in business education programme in tertiary institutions in South East, Nigeria.
- H0₃: There is no significant relationship between parents' occupation and students' interest in business education programme in tertiary institutions in South East, Nigeria.
- H0₄: There is no significant relationship between parents' educational status and students' interest in business education programme in tertiary institutions in South East, Nigeria.

Methodology

Correlational design was used for the study. The design was used to ascertain the perception of the students on the relationship between family backgrounds and students' interest in business education in tertiary institutions in South East, Nigeria. The population

of this study comprised 1191 year two (2) and three (3) Business education students from public tertiary institutions offering business education in South East, Nigeria. A sample size of four hundred and eighty (480) respondents consisting of business education students were drawn through stratified random sampling technique to ensure that all the tertiary institutions offering business education are covered in the sample of the study. The tertiary institutions offering business education include universities and colleges of education. The instruments for data collection were; A structured questionnaire titled “Family Background Questionnaire (FBQ) and Interest Scale on Business Education which were developed by the researcher. To ascertain the extent to which each item in the research instrument measures accurately the quality it intends to measure, the questionnaire was subjected to face validity by three experts. Two from Department of Business Education and the other from Measurement and Evaluation all in the Faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Igbariam. The reliability of the instruments were determined using Cronbach Coefficient Alpha to measure the internal consistency of the instruments and reliability correlation coefficient value of 0.83 was obtained for family background questionnaire while the interest scale questionnaire reliability coefficient value of .87 was obtained. The instruments were administered personally by the researcher with the help of seven research assistants. The research assistants were briefed on the procedure to follow in the distribution and collection of its questionnaire. The data collected from the field were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions while Linear Regression analysis was used to test the null hypotheses at .05 level of significance. The strength of the relationship was established using Creswell (2014) correlation coefficient scale thus

+0.70 to 1.00 Strong/High Extent relationship

+0.40 to 0.69 as Moderate/Medium Extent relationship and

+0.00 to 0.39 no correlation/Weak/Low Extent relationship

Creswell (2014) opined that correlation coefficients can range from -1.00 to +1.00 with positive number used to identify a positive relationship and negative numbers being used to identify a negative relationship while linear association is indicated with a correlation coefficient of 0.00.

Items that scored 0.40 – 0.69 were regarded as moderate relationship. Null hypotheses were accepted as the alternate were rejected if the F-ratio is less than the F-critical.

Results

Research question 1: To what extent does family size relate to students' interest in business education programme in tertiary institutions in South East, Nigeria?

Table1: Correlation Matrix of Extent of Relationship Between Family Size and Students' Interest in Business Education Programme in Tertiary Institutions in South East, Nigeria

		Family size	Interest
Family size	Pearson Correlation	1	.629***
	Sig. (2. tailed)		.000
	N	476	476
Interest	Pearson Correlation	.629***	1
	Sig. (2. tailed)	.000	
	R ²	.523	
	N	476	476

Data in Table 1, indicated a correlation coefficient (r) of .629 which is a positive correlation and is within the coefficient limit of +/- 0.40-0.69 as Moderate/Medium extent relationship. This indicates that family size moderately relate to students' interest in Business education programme in tertiary institutions in South East Nigeria. The percentage coefficient of determination (R²) .523 shows that 52% of the variations in students' interest in Business education could be attributed to family size. Hence, there is a moderate/positive relationship between the family size and students' interest in Business education programme.

Research question 2: What extent does parents' income relate to students' interest in business education programme in tertiary institutions in South East, Nigeria?

Table 2: Correlation Matrix of Extent of Relationship Between Parents' Income and Students' Interest in Business Education Programme in Tertiary Institutions in South East, Nigeria

		Income	Interest
Income	Pearson Correlation	1	.648***
	Sig. (2. tailed)		.000
	N	476	476
Interest	Pearson Correlation	.648***	1
	Sig. (2. tailed)	.000	
	R ²	.420	
	N	476	476

Result in Table 2 indicated a correlation coefficient (r) of .648 which is a positive correlation and is within the coefficient limit of +/- 0.40-0.69 as Moderate/Medium extent relationship. This indicates that income relate moderately to students' interest in Business education programme in tertiary institutions in South East Nigeria. The percentage coefficient of determination (R²) .420 shows that 42% of the variations in students' interest in Business education could be attributed to parents income. The result therefore, is a

moderate/ positive relationship between the parents’ income and students’ interest in Business education programme.

Research question 3: To what extent does parents’ occupation relate to students’ interest in business education programme in tertiary institutions in South East, Nigeria?

Table 3: Correlation Matrix of Extent of Relationship Between Parents’ Occupation and Students’ Interest in Business Education Programme in Tertiary Institutions in South East, Nigeria

		Occupation	Interest
Occupation	Pearson Correlation	1	.662***
	Sig. (2. tailed)		.000
	N	476	476
Interest	Pearson Correlation	.662***	1
	Sig. (2. tailed)	.000	
	R ²	.582	
	N	476	476

Data in Table 3 showed a correlation coefficient (r) of .662 which is a positive correlation and is within the coefficient limit of +/- 0.40-0.69 as Moderate/Medium extent relationship. This indicates that parents occupation relate moderately to students’ interest in Business education programme in tertiary institutions in South East Nigeria. The percentage coefficient of determination (R²) .582 shows that 58% of the variations in students’ interest in Business education could be attributed to parents occupation. This result showed a moderate/ positive relationship between the parents’ occupation and students’ interest in Business education programme.

Research question 4: To what extent does parents’ educational status relate to students’ interest in business education programme in tertiary institutions in South East, Nigeria?

Table 4: Correlation Matrix of Extent of Relationship Between Parents’ Educational Status and Students’ Interest in Business Education Programme in Tertiary Institutions in South East, Nigeria

		Educational	Interest
Educational	Pearson Correlation	1	.838***
	Sig. (2. tailed)		.000
	N	476	476
Interest	Pearson Correlation	.838***	1
	Sig. (2. tailed)	.000	
	R ²	.7225	
	N	476	476

Data in Table 4 showed a correlation coefficient (r) of .838 which is a positive correlation and is within the coefficient limit of +/- 0.70-1.00 as Strong/High extent relationship. This indicates that parents educational status has a strong extent relationship to students’ interest in Business education programme in tertiary institutions in South East

Nigeria. The percentage coefficient of determination (R^2) .7225 shows that 72.25% of the variations in students’ interest in Business education could be attributed to parents educational status. This result showed a strong positive relationship between the parents’ educational status and students’ interest in Business education programme.

Test of Hypotheses

Hypothesis 1:There is no significant relationship between family size and students’ interest in Business education programme in tertiary institutions in South East, Nigeria.

Table 5: Regression Analysis of Relationship Between Family Size and Students’ Interest in Business Education Programme in Tertiary Institutions in South East, Nigeria.

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	1170.660	1	1170.660	267.024	.000 ^a
	Residual	69149.884	474	145.886		
	Total	70320.544	475			

Result in Table 5showed that F-calculated value of 267.024 at 0.05 level of significance. The result also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that there is no significant relationship between family size and students’ interest in Business education programme in tertiary institutions in South East, Nigeria is rejected and upheld that there is significant relationship between family size and students’ interest in Business education programme in tertiary institutions in South East, Nigeria. This implies that family size to moderate/medium extent relates to student’s interest in business education programme in tertiary institution in South East Nigeria.

Hypothesis 2: There is no significant relationship between parents’ income and students’ interest in business education programme in tertiary institutions in South East, Nigeria

Table 6: Regression Analysis of Relationship Between Parents’ Income and Students’ Interest in Education Programme at Tertiary Institutions in South East, Nigeria

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	29522.907	1	29522.907	343.007	.000 ^a
	Residual	40797.637	474	86.071		
	Total	70320.544	475			

Result in Table 6showed that F-calculated value of 343.007 at 0.05 level of significance. The result also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that there is no significant relationship between parents’ income and students’ interest in Business education programme in

tertiary institutions in South East, Nigeria is rejected and upheld that there is significant relationship between parents’ income and students’ interest in Business education programme in tertiary institutions in South East, Nigeria. This implies that parents’ income to moderate/medium extent relates to student’s interest in business education programme in tertiary institution in South East Nigeria

Hypothesis 3:There is no significant relationship between parents’ occupation and students’ interest in business education programme in tertiary institutions in South East, Nigeria

Table 7: Regression Analysis of Relationship Between Parents’ Occupation and Students’ Interest in Education Programme in Tertiary Institutions in South East, Nigeria

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7212.523	1	7212.523	58.854	.000 ^a
Residual	58088.469	474	122.550		
Total	65300.992	475			

Result in Table 7 revealed that F-calculated value of 58.854 at 0.05 level of significance. The result also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that there is no significant relationship between parents’ occupation and students’ interest in Business education programme in tertiary institutions in South East, Nigeria is rejected and upheld that there is significant relationship between parents’ occupation and students’ interest in Business education programme in tertiary institutions in South East, Nigeria. This implies that parents’ occupation to moderate/medium extent relates to student’s interest in business education programme in tertiary institution in South East Nigeria

Hypothesis 4:There is no significant relationship between parents’ educational status and students’ interest in business education programme in tertiary institutions in South East, Nigeria

Table 8: Regression Analysis of Relationship Between Parents’ Educational Status and Students’ Interest in Education Programme in Tertiary Institutions in South East, Nigeria

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7266.456	1	7266.456	59.349	.000 ^a
Residual	58034.536	474	122.436		
Total	65300.992	475			

Result in Table 8 revealed that F-calculated value of 59.349 at 0.05 level of significance. The result further showed P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that there is no significant relationship between

parents' educational status and students' interest in Business education programme in tertiary institutions in South East, Nigeria is rejected and upheld that there is significant relationship between parents' educational status and students' interest in Business education programme in tertiary institutions in South East, Nigeria. This implies that parents' educational status to a strong extent relates to student's interest in business education programme in tertiary institution in South-East Nigeria

Discussion of findings

The discussion of findings of this study was organized under the following headings:

Relationship between family size and students' interest in business education programme in tertiary institutions

It was revealed in this study that there is a moderate/positive and significant relationship between family size and students' interest in business education programme in tertiary institutions. Data analyzed showed a moderate extent relation between family size and students' interest in business education programme in tertiary institution. This shows that there is tendency for family size to improve students' interest in business education programme in tertiary institution. This is in line with the statement of Aliyu (2016) who attested that small family sizes are linked to higher educational attainment. Larger numbered families whether rich or poor are difficult to maintain, they are characterized with a high number of children, rowdiness and this does not create convenience for learning. Aliyu reported that there was a significant relationship between the family socio economic status and academic interest. Furthermore, Sauer (2012) also found out that student interest in the work they are doing has a positive effect on their performance of the task. Adeyemi and Adeyemi (2014) in their study noted that family has an important role to play in the education of their children. The levels of parents' education, income, occupation or socio-economic status exert a significant influence on their children's educational interest and achievement.

Relationship between parents' income and students' interest in business education programme in tertiary institutions

It was revealed in this study that there is a moderate/ positive and significant relationship between parents' income and students' interest in business education programme in tertiary institutions. Data analyzed showed a moderate extent relation between parents' income and students' interest in business education programme in tertiary institution. Similarly, Osei-Owusi, *et.al.* (2018) revealed that comparatively, low income parents are more predisposed to a high level of frustration in their children and these children are more likely to have poor verbal development and exhibit higher level of distractibility, honesty and interest in the classroom. Family income might affect both sexes in their academic interest. Furthermore, Akinsanya, Ajayi and Salomi (2014) from their study indicated that students from homes where the parents support the academic studies of their children might achieve better test scores, higher grades, have better attendance at school, complete more homework, demonstrate more positive attitude/interest towards their academic, graduate at higher rates and more likely to enroll in higher education to pursue their career opportunities than children from homes lacking parental support.

Kpolovie et al (2014) also revealed that students' who receive more support from adults and colleagues who live with them at school and at home have more positive attitudes and academic values and feel more satisfied with school. Consequently, they make better grades than their counterparts with negative attitude to schooling.

Relationship between parents' occupation and students' interest in business education programme in tertiary institutions.

It was revealed in this study that there is a moderate/ positive and significant relationship between parents' occupation and students' interest in business education programme in tertiary institutions. Data analysed showed a moderate extent relation between parents' occupation and students' interest in business education programme in tertiary institution. This means that parents' occupation determines the type of education children receive from their parents. Occupation of parents tends to exert a considerable influence on their children's education or academic interest. Effiong et.al (2020) affirmed that parental occupation not only determines the level of financial support and motivation available to a student but equips the students' basic educational materials necessary for high academic interest and performance. In the same vein, Amadi (2020) revealed that parents occupation determines the school a child attends, affects the child positively or negatively in his academic interest and performance and parent occupational status predicts better educational opportunities for children which in turn enhances their academic performance. Furthermore, Arhin and Yanney (2020) in their study revealed a strong relationship between students' interest and academic performance especially where the parents support and motivates students. It is in a positive direction implying that, if there is increase in students' interest, there will be high academic performance but where there is decrease in students' interest, there will be low academic performance.

Relationship between parents' educational status and students' interest in business education programme in tertiary institutions

It was revealed in this study that there is a strong/positive and significant relationship between parents' educational status and students' interest in business education programme in tertiary institutions. Data analysed showed a strong high extent relation between parents' occupation and students' interest in business education programme in tertiary institution. This might be because the parents would be in a 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. This was supported by Mogondi and Ayienda (2020), who stated that a child that comes from an educated home would like to follow the steps of his or her family by this, work actively in his or her studies. Better educated parents contribute better to the learning and interest of their children through their day-to-day interactions. In the same vein, Abubakar and Musa (2019) in support of this finding affirmed that parental levels of education are a good predictor of academic interest of students. Similarly, Khan, Iqbal and Tasneem (2015) revealed that high level educated parents have more influence on their children to achieve and perform well in their studies. High level educated parents usually show interest and care in their children's academic performance or achievements and their choice of subject and career while in school. This undoubtedly leads to better performance and achievements in studies. Saila and Chamundeswari (2014) in their study showed that Parents'

educational qualification does significantly influence the students' career choice. Students' interests are often shaped by their parents' level of education. The people they interact with and more so their life experiences as they grow. Parents' educational background moderate children's educational decisions, this may be due to the fact that it is in schools that students learn about and explore various careers before they make their career choices and choose subject combinations that eventually lead to their career choices. It is also through their learning experiences that will help them to decide on what they would want to pursue in future in relation to their careers.

Conclusion

From the findings of the study, it was concluded that family background predicted interest of students in Business education programme in tertiary institution. Prominent among the family background factors include family size, parents' income, parents' occupation and parents' educational status. It was established in this study that; there is a moderate/positive and significant relationship between family size and students' interest in business education programme in tertiary institutions, there is a moderate/positive and significant relationship between parents' income and students' interest in business education programme in tertiary institutions, there is a moderate/ positive and significant relationship between parents' occupation and students' interest in business education programme at tertiary institutions, there is a strong/positive and significant relationship between parents' educational status and students' interest in business education programme in tertiary institutions.

Recommendations

Based on the findings of the study, the researcher made the following recommendations:

1. There should be provision of awareness creation for parents on consequences of large family size on the academic interest and achievement of student in school by Ministry of Education.
2. It is recommended that parents as a matter of importance should diversify their sources of income so that they can be able to provide fund for their children in school for better academic achievement.
3. Nigeria government should make education free especially to the less privilege ones whose parents occupations cannot be able to cope with the high charges in the tertiary institution.
4. Government should sensitize families no matter the educational status on need and importance of supporting their children's academic achievement in any level of education.

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