

**FAMILY BACKGROUND AS CORRELATES OF STUDENTS' ACADEMIC
ACHIEVEMENT IN BUSINESS EDUCATION
PROGRAMME IN TERTIARY INSTITUTIONS IN SOUTH EAST,
NIGERIA**

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ABSTRACT

This study determined family background as correlates of students' academic achievement 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 Achievement Test in 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 family background questionnaire was determined using Cronbach Coefficient Alpha to measure the internal consistency of the instrument, yielded correlation coefficient value of 0.83 while the reliability of Business education achievement test was established using Kuder Richardson 20 and coefficient value of 0.80 was obtained. 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. 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 and parental income and strong positive and significant relationship between parents' occupation and parent's educational status and students' academic achievement in business education. Based on the findings of the study, it was concluded that family background correlates with students' academic achievement in business education programme in tertiary institutions in South East, Nigeria. It was therefore, recommended among others that government should sensitize parents on the effect of large family size on academic achievement of students.

Keywords: ***Family Size, Parents' Income, Parents Occupation, Academic Achievement, Business Education.***

Introduction

Education serve as a cornerstone for any form of development. Education of a child begins from the family and effective learning involves partnership of students, teachers and parents. The family is an essential component of the society of which its activities determine the quality of persons to be produced in the society. The family is the basic unit of social life therefore forms the link between the individual and the society. Isuguzo (2017) defined the family as the determinant of societies, as the social relations derived from individuals in the families which could be extended to any group or the society as a whole for peace, unity and understanding. Family therefore is defined as a small unit in the society that contributes effectively and greatly to society development through discipline, commitment and human capital resources. Similarly, Ogundare (2016) said that the family is the most enduring and permanent of all groups. It is where the child derives our identity and fulfill the potentialities for personal growth and development. It is a fundamental social institution which provides for the rearing of children and for meeting other important human needs. The family is generally made of the nuclear and extended system. Children's well-being: feeding, clothing, health, education and recreation, to a large extent, are determined by family. Families are made up of different backgrounds which can also affect the academic achievement of a child.

Family background according to Osuafor and Okonkwo (2015) is a collective terminology comprising of social class/status, economic status, family size, family structure, parents' educational level, occupation and other factors pertaining to family life. Family background plays a very big role on a child's life. Family background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally. In the same vein, Ogbemudia and Aiasa (2013) posited that the family background includes all the human and material resources present at the home that affects the student's education and living, such as the parent's level of education, their occupation, social-economic status and socializing facilities available in the house. Thus, the home is the basic institution for providing the child's primary socialization¹⁴ and laying the educational foundation for the child upon which the other agents of socialization are built. The education received by a child from parents and significant others at home is most likely to have a highly significant and dominant effects on the behaviours of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure at school. Even though, environment also plays a very remarkable role in the life and educational success of every individual. Parents are primarily responsible for establishing the family and exercise control over it, they are responsible for the type of family background that exists.

Furthermore, Ahawo in Gobena (2018) observed that in modern society, family influence played a very important role in the academic life of a student. He also observed that families' involvement determines the emotional and material input that

further determined the motivation level in students towards education. In families that are large, insufficient amenities, due to poor economic condition could distract the interest and attention of the learner, which may affect the whole process. Children from satisfactory family on the other hand, that has sufficient amenities like internet that provides intellectual stimulation, education is a welcome addition, whereas on the other hand, children from unsatisfactory families or those lacking those materials or amenities go to school hoping to find the essential qualities lacking in their homes. Naturally the expectation of these two categories of learners differs.

According to Odok (2013) family size is the total number of people in a family, consisting of parents and their children. The family type that a child comes from (monogamous or polygamous family), usually determine the size of the family and as well has impact on their children academic performance. attested that small family sizes are linked to higher educational attainment. Large 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. They also create in the upbringing of children some identified problems such as poor feeding, poor clothing, insufficient funds, and lack of proper attention for children, disciplinary problems and malnutrition which impact negatively on children academic achievement. Hanushek in Azumah, Adjei and Nachinaab (2017) averred that family size has effects on quality of life. These include health, nutrition, educational attainment of children, social status of families as well as their ability to adequately cater for the needs of their families. A family size of five including parents is considered sizeable. Such a family is able to cater for the needs of its members. Sizeable family is likely to enjoy the comfort of life with the choice to afford and enjoy identifiable luxuries of life. For example, small family may enjoy higher Socio-Economic Status (SES) and invest more in education of its children. On the contrary, a large family size has its own implications on the people concerned. Among them are poor health, low levels of education, low-income status, unemployment, pressure on natural resources due to over exploitation, poor childcare and nutrition. Another factor that has implication to education and students' academic achievement is parental occupation.

Occupation generally refers to a job or profession. It means what a person engages in as a means of livelihood. Akujieze in Odo et al (2017) asserted that occupational status measures social position by describing job characteristics, decision making ability and control, psychological demands on the job. Parent's occupation determines the type of education a child receives from his/her parents. Odo et al believed that parental occupation not only determines the level of financial support and motivation available to a student but equips the student with basic educational materials necessary for high academic performance. Similarly, Usaini and Abubakar (2015) in their study found out that students whose parents have better occupation score high marks than those students whose parents have least occupation. They found out that parents with formal occupation had better position and assurance of helping students at home than those from informal occupation. These parents have stable and constant income which enabled them to spend much in support of their children

education. In the same vein, Ukaegbu (2014) also submitted that higher parental occupational status predicts better educational attainments. Parents' occupation determines the school a child attends, affects the child positively or negatively in his academic performance and parent occupational status predicts better educational opportunities for children which in turn enhances their academic performance. The higher parental occupational status predicts better educational attainments. It is a useful index of social class position because it determines so many aspects of a person's social life such as family background, educational qualifications, speech and manners and even economic life such as income.

Occupational status corresponds to the educational attainment of an individual through which obtaining better job and retaining better positions become inevitable. It consequently becomes an indicator and measure of social position/status in a society, hence describing job characteristics, decision making ability, emotional control and the psychological demands on the job (McNeal in Shah & Hussain (2021). Parent's occupation determines the type of education children receive from their parents. Occupation of parent tends to exert a considerable influence on their children's education or academic performance in school. The kind of occupation a parent engages in determines his income as well as his social status. It is seen that difference in the occupation of parents is often manifest in different styles of child rearing, different ways of disciplining children and different ways of reacting to their children. Parents with high occupational class or prestigious occupations tend to provide a source of security to their children by their ability to meet emergencies, absorb economic shocks and offer the means to live comfortably.

Parental income level is among the several parental factors that have linked to students' academic performance. This is the value of any payments paid or provided to a parent (from any source) that are used by parents to replace lost or diminished income or used to meet usual living expense of the parents. When parents are financial capacitated, and also give more support to the children by guiding their reading at home, the students perform better than their counterparts. Income level of parents reflects on difference of enrolment of students into school and graduation of students. Gobena (2018) noted that family income might affect both sexes in their academic achievements. In support of this finding, Oloo in Gobena (2018) also stated that family income influence is an important factor affecting both female and male students' academic achievement. Okioga (2013) also reported that families with low socio-economic status often lack the financial, social, and educational supports that characterize families with high socio-economic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition. In the same vein, Asiegbu and Ezeugbor (2018) opined that children from high and middle socio-economic status are better exposed to learning environment at home because of provision and availability of extra learning facilities and children from low socio-economic status parents do not have access to extra learning facilities, hence the opportunity to get to the top may not be

very easy. Furthermore, Egalite (2016) also believed that family income has a direct impact on a child's academic outcomes. Parents with greater financial resources can identify communities with higher-quality schools and choose more-expensive neighborhoods the very places where good schools are likely to be. More-affluent parents can also use their resources to ensure that their children have access to a full range of extracurricular activities at school and in the community.

Education is very vital in human existence because the society and education are inter-dependent. This can be seen in the nature and development of a child in a given society. Parental level of education, on the other hand basically means the type of education acquired by parents who are the sponsors, guardians and care-givers of students or children in schools. It can be western or religious, depending on the environment and geographical location. Educational qualifications may be the number of schools attended and the type of certificates obtained right from primary to tertiary levels. Education not only gives insight, it also grooms the personality, inculcates moral values, add knowledge and give skills. The influence of educational qualification of parents on the academic performance of their children is evident.

According to Zehri and Abdelbaki (2013) parents' educational background influences the academic achievement of students. This is 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. Furthermore, Rana (2015) noted a significant positive relationship between parents' level of education and students' academic achievement. Parents have an enormous influence on their children's education for several reasons, but most importantly, because they are their children's first teachers. The education that children receive, is very much dependent on the education that their parents received when they were children. Parents strongly affect this social learning because they are the biggest influence at this early stage in their children's lives. Oloo in Gobena (2018) also reported that family education and socio-economic status have an impact on students' academic achievements at any level of education. Gobena (2018) believed that parental educational levels can be independent of income, parental educational level can influence the value that parents place on education. This could possibly influence a child's educational attainment. Students with rich families have certain needs, physical and sociological which when met contribute positively to their academic achievement.

In a similar development, Ibrahim et al (2017) in a regression analysis of parents and family life of children, discovered a significant difference between educational background of both the father and mother of high academic achievement and low academic achievement of some group of boys, 81% of the parents of the high achieving ground had a college of education graduate degree, where 69% of the parents of the low achievement group especially the mothers had educational qualification below the college level. Moreso, Jaiswal (2018) believed that parental involvement is a social need and plays a crucial force in children's learning, academic performance, and development. In present scenario without the positive cooperation of parent and school, it is not possible for any adolescents to fulfill the standards set for the achievement in demanding society. Parental involvement concerns the wide range of

issues such as monitoring the children's activities and development, help in homework, parent-child discussion, parental expectation for their children's education, parenting style, and parental school participation activities. In all these types of parental involvement activities, parents provide social, emotional, motivational, and financial support to ensure children's maximum academic performance. Educated parents better understand their role and responsibilities in their children education, therefore they are always active in participating in children's educational activities at home as well as in school. On the other hand, less educated parents feel less efficacious in helping their children and feel uncomfortable in interacting with teachers and participating in school programs and activities. Educated parents believe that they are enough capable in helping their children's Education, and keep high educational expectations concerning their children's success, therefore, in turn, they tend to be more involved in their children's educational attainment (Odo et al, 2017). The socio-economic status of the family has its own consequences to educational/academic achievement.

Academic achievement refers to how students perform in school examinations or performance in school subjects as depicted by scores or marks obtained in an achievement test or formal examination. Academic achievement has to do with what a learner is able to accomplish by execution of classwork in the school. Mohamed and Aron (2017) also said that, academic achievement has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. Achievement encompasses student ability and performance. It is multidimensional and intricately related to human growth and cognitive, emotional, social, and physical development. It also, reflects the whole child and not related to a single instance, but occurs across time and levels, through a student's life. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments (Steinmay, Meibner, Weidinger and Wirthwein, 2014). Academic achievement of students refers to the knowledge attained and skills developed in school subjects. It means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance (Parveen, Noor-Al-Amin and Nazir, 2013). Academic Achievement is one part of the wider term of educational growth. It refers to what a student has achieved in different subjects of studies, during the course of academic year. Academic achievement is affected largely due to the intra individual differences, (differences within the individual from time to time) or with individual differences, i.e., between one individual and another, between one group and another.

According to Igwe (2017), academic achievement refers to the achievement by individual's objectives as related to various types of knowledge and skills. These objectives are socially established based on the age, prior learning and capacity of individuals with regard to education, socialization and qualification. Academic achievement as a term used in school when a student does well in academics corroborates with the opinion of Parsons and Zhang (2014) who stated that academic achievement generally refers to a child's performance in academic areas, for instance

reading or language arts, science and history. Parsons and Zhang further explained that when they are talking about academic achievement, emphasis is mostly on the academic subjects a child studies in school and the skills the student is expected to master. Academic achievement is a paramount importance particularly in the present social, economic and cultural context. Obviously, in the school great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than quality. Thus, the school tends to emphasized achievement which facilitates among other things, the process of role allocation for the social system (Ali, 2015). However, literature has shown that learning outcomes, academic achievement and academic performance could be determined by such variables as: family, school, society, and motivation.

Tertiary institutions, also known as higher education in Nigeria is that level of educational institution that provides education to individuals after post- secondary education. One of the courses offered in tertiary institutions is Business education. Business education undergraduates are those students undergoing various degree programs like secretarial, marketing, accounting education etc. in various universities and college of Educations in our country. University is an institution of higher education and research that awards academic degrees in several academic disciplines while College of education is a professional training college for teachers. Thus, business education as a course is offered in Universities, Colleges of education, monotronics or special colleges. According to Oguejiofor (2020) business education is education that prepare individual for gainful employment in business occupation with paid employment or self-employment. Oguejiofor further states that the emphasis of business education is on exposure to and acquisition of knowledge, skills, values and attitude relevant and for employment in business world. Okoye (2021) further buttressed business education as an aspect of education and a programme of study in an educational system and a dynamic course of study that is attuned with change so as to produce functional individual that are proficient and profitable in the contemporary business world. Business education equips individual with functional skills, knowledge, competencies, values and attitudes that enable he/she to be efficient, productive and proficient in his /her field of endeavour. The programme is geared towards producing sound individual that are well equipped with innovative skills, competence and experience that will enable them meet up with the current challenges in the global economy and field of work. Furthermore, Ukata, Wechie, and Nmehielle (2017) noted that business education is a programme that prepares students for careers in business for both private and public sectors, through inculcating in them practical skills, knowledge about or usefulness in the world of business. The need for Business Education has continued to attract the attention of every government and the policy makers because of the increasing unemployment. The importance of Business Education is very enormous to the nation because when people acquires the skill they are transformed into entrepreneurship and become employers of labor and over depending on government for job creation will be minimized. The high rate of youths, graduate turning out from our universities is on the high side, therefore if the gap of

unemployment is not filled up there will be much increase in the social vices and youth restiveness; this is why business education is needed. The theory that hinges on this study are Parental attachment theory, Hirchi Social control theory and Abraham Maslow motivation theory which stated that early parental attachments can have a serious impact of later relationships and achievement in their later life, parental ties and bonds leads adolescents in conformity to family, school and other aspects of societal beliefs, which will limit their propensity to commit deviant acts and excel in the society and when students are in motivated condition, they exhibit purposeful behavior aimed at achieving set goals.. Uche in Effiong and Edet (2020) explained that parental attitude is a likely cause of students' poor academic achievement and dropout since parental attitude is strictly the decision of parents on how their children should be brought up whether under intensely free or relaxed atmosphere. Therefore, the extent to which the family succeeds as a role model is the extent the society achieves its ultimate objectives of a stable order. Where the family fails, it reflects on the society in general including the academic performance of the child. Therefore, the implication is that the activities of the family reflect directly or indirectly to the large society for either progressive or retrogressive purpose thereby affecting students' academic achievement. In the light of these, the researcher is poised to determine the family background as correlates of students' academic achievement in business education programme in tertiary institutions in South East, Nigeria.

Statement of the Problem

Family background and students' academic achievement are inseparable in teaching and learning of business education because the home occupies the first and the most significant place for the development of the individual. The background of a family goes a long way in affecting the behaviour of the child, his academic achievement and his goals and aspirations. Business education courses are aimed at equipping the individuals with knowledge, skills, vocations and attitudes needed to manage personal business as well as function effectively in the economic system. There is a great concern over the poor academic performance of students by government, school, parents when compared with their previous academic performance over the years. The rate of unemployment among business education graduates are on the increase not minding that they are prepared to acquire skills, competencies, knowledge to be self-reliant upon graduation and to compete favourably with the counterparts globally. Most of the time, the blame goes to the government, the parents, the schools. In light of the above issues the study is poised to find the relationship between family background on students' academic achievement 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 correlates students' academic achievement in business education programme in tertiary institutions in South East, Nigeria. Specifically, the study sought to:

1. determine the extent family size relates to students' academic achievement in business education programme in tertiary institutions in South East, Nigeria;
2. ascertain the extent parents' income relates to students' academic achievement in business education programme in tertiary institutions in South East, Nigeria;
3. find out the extent parents' occupation relates to students' academic achievement in business education programme in tertiary institutions in South East, Nigeria;
4. determine the extent of relationship between parents' educational status and students' academic achievement 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' academic achievement in business education programme in tertiary institutions in South East, Nigeria?
2. To what extent does parents' income relate to students' academic achievement in business education programme in tertiary institutions in South East, Nigeria?
3. To what extent does parents' occupation relate to students' academic achievement in business education programme in tertiary institutions in South East, Nigeria?
4. To what extent does parents' educational status relate to students' academic achievement 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' academic achievement in business education programme in tertiary institutions in South East, Nigeria.
- H₀₂: There is no significant relationship between parents' income and students' academic achievement in business education programme in tertiary institutions in South East, Nigeria.
- H₀₃: There is no significant relationship between parents' occupation and students' academic achievement in business education programme in tertiary institutions in South East, Nigeria.
- H₀₄: There is no significant relationship between parents' level of education and students' academic achievement 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' academic achievement 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 Business Education Achievement Test (BEAT) 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 of Measurement and Evaluation all in the Faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Igbaram. The reliability of the family background questionnaire was determined using Cronbach Coefficient Alphato measure the internal consistency of the instrument and reliability correlation coefficient values of 0.83 was obtained while the reliability of Business education achievement test was established using Kuder Richardson 20 and reliability coefficient value of 0.80 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' academic achievement in business education programme in tertiary institutions in South East, Nigeria?

Table 1: Correlation Matrix of Extent of Relationship Between Family Size and Students' academic achievement in Business Education Programme in Tertiary Institutions in South East, Nigeria

		Family size	Achievement
Family size	Pearson Correlation	1	.621***
	Sig. (2. tailed)		.000
	N	476	476
Achievement	Pearson Correlation	.621***	1
	Sig. (2. tailed)	.008	
	R ²	.6128	
	N	476	476

Data in Table 1 showed a correlation coefficient (r) of .621 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 relate moderately to students' academic achievement in Business education programme in tertiary institutions in South East Nigeria. The percentage coefficient of determination (R²) .6128 shows that 61.28% of the variations in students' academic achievement in Business education could be attributed to family size. This result therefore showed a moderate/ positive relationship between the family size and students' academic achievement in Business education programme.

Research question 2: To what extent does parents' income relate to students' academic achievement in business education programme in tertiary institutions in South East, Nigeria?

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

		Income	Achievement
Income	Pearson Correlation	1	.520***
	Sig. (2. tailed)		.000
	N	476	476
Achievement	Pearson Correlation	.520***	1
	Sig. (2. tailed)	.008	
	R ²	.271	
	N	476	476

Result in Table 2 showed a correlation coefficient (r) of .529 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 income relate moderately to students' academic achievement in Business education programme in tertiary institutions in South East Nigeria. The percentage coefficient of determination (R²) .271 shows that 27.1% of the variations in students' academic achievement in Business education could be attributed to parents income. Thus, result showed a moderate/ positive relationship between the parents' income and students' academic achievement in Business education programme.

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

Table 3: Correlation Matrix of Extent of Relationship Between Parents' Occupation and Students' Academic Achievement in Business Education Programme in Tertiary Institutions in South East, Nigeria.

		Occupation	Achievement
Occupation	Pearson Correlation	1	.708***
	Sig. (2. tailed)		.000
	N	476	476
Achievement	Pearson Correlation	.708***	1
	Sig. (2. tailed)	.008	
	R ²	.7538	
	N	476	476

Result in Table 3 showed a correlation coefficient (r) of .708 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 occupation has a strong relationship to students' academic achievement in Business education programme in tertiary institutions in South East Nigeria. The percentage coefficient of determination (R²) .7538 shows that 75.38% of the variations in students' academic achievement in Business education could be attributed to parents occupation. This result showed a strong positive relationship between the parents' occupation and students' academic achievement in Business education programme.

Research question 4: To what extent does parents' educational status relate to students' academic achievement 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' Academic Achievement in Business Education Programme in Tertiary Institutions in South East, Nigeria

		Educational	Achievement
Educational	Pearson Correlation	1	.856***
	Sig. (2. tailed)		.000
	N	476	476
Achievement	Pearson Correlation	.856***	1
	Sig. (2. tailed)	.008	
	R ²	.7821	
	N	476	476

Data in Table 4 showed a correlation coefficient (r) of .856 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 relate to students' academic achievement in Business education programme in tertiary institutions in South East Nigeria. The percentage coefficient of determination (R²) .7821 shows that 78.21% of the variations in students' academic achievement in Business education could be attributed to parents educational status. This result showed a strong/positive relationship between the parents' educational status and students' academic achievement in Business education programme.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between family size and students' academic achievement in business education programme in tertiary institutions in South East, Nigeria

Table 5: Regression Analysis of Relationship Between Family Size and Students' Academic Achievement in Education Programme in Tertiary Institutions in South East, Nigeria

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1040.557	1	1040.657	47.101	.008
	Residual	69460.324	474	146.541		
	Total	70500.331	475			

Data in Table 5 revealed that F-calculated value of 47.101 at 0.05 level of significance. The data further showed P-value of .008^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' academic achievement 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' academic achievement in Business education programme in tertiary institutions in South East, Nigeria. This implies that family size to a medium extent relates to student's academic achievement in business education programme in tertiary institution in South East Nigeria

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

Table 6: Regression Analysis of Relationship Between Parents' Income and Students' Academic Achievement in Education Programme in Tertiary Institutions in South East, Nigeria

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19081.592	1	19081.592		175.900
	Residual	51419.389	474	108.480		
	Total	70500.981	475			

Data in Table 6 revealed that F-calculated value of 175.900 at 0.05 level of significance. The data 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' income and students' academic achievement 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' academic achievement in Business education programme in tertiary institutions in South East, Nigeria. This implies that parents' income to a medium extent relates to student's academic achievement in business education programme in tertiary institution in South East Nigeria

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

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

		Sum of			
	Model	Squares	df	Mean Square	F
1	Regression	1242.177	1	1242.177	128.501
	Residual	69258.804	474	146.116	
	Total	70500.981	475		

Data in Table 7 revealed that F-calculated value of 128.501 at 0.05 level of significance. The table 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' occupation and students' academic achievement 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' academic achievement in Business education programme in tertiary institutions in South East, Nigeria. This implies that parents' occupation to a strong extent relates to student's academic achievement in business education programme in tertiary institution in South-East Nigeria.

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

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

		Sum of			
	Model	Squares	df	Mean Square	F
1	Regression	14102.298	1	14102.298	118.522
	Residual	56398.683	474	118.985	
	Total	70500.981	475		

Data in Table8 revealed that F-calculated value of 118 at 0.05 level of significance. The data 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' academic achievement 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' academic achievement 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 academic achievement 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' academic achievement in business education programme in tertiary institutions

The result here showed that there is a moderate/positive and significant relationship between family size and students' academic achievement in business education programme in tertiary institutions. This finding was in line with Ella, et.al. (2015) who reported that there was a significant influence of family size on academic performance of secondary school students. In the same vein Okioga (2013) affirmed that there is a significant relationship between the family socio economic status and academic achievement. This finding was also in affirmation with Osuafor and Okonkwo (2013) who reported that family size has implication for child education. Size of the family determines to a great extent the relative amount of physical attention time which each child gets from his parents. Large families are more common among the lower class of the society. Similarly, Azumah, Adjei and Nachinaab (2017) in their study also agreed that children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic achievement whereas students with fewer siblings are likely to receive more parental attention and have support that leads to better school performance. The argument is that parents of many children cannot afford to divide quality time with their children.

Relationship between parents' income and students' academic achievement in business education programme in tertiary institutions in South East, Nigeria

It was established in this study that there is a moderate/positive and significant relationship between parents' income and students' academic achievement in business education programme in tertiary institutions. The positive relation between parent's income and student's achievement also reflect on difference of enrolment of students into school and graduation of students. Gobena (2018) noted that family income might affect both male and female students. Families with low socio-economic status often lack financial, social, and educational supports that characterize families with high socio-economic status. In the same vein Asiegbu and Ezeubor (2018) opined that children from high and middle socio-economic status are better exposed to learning environment at home because of provision and availability of extra learning facilities than children from low socio-economic status. In line with this study Azido, et.al (2016) reported positive significant relationship between higher family income and better students' academic performance based on the students' cumulative grade point average. Furthermore, Egalite (2016) in his study demonstrated that the income level of parents impacts on the academic achievements of the students. Also, parents have a critical role to play in improving the academic achievements of their children by providing the moral, financial and material support needed for their children to be

encouraged to perform academically at school. On the contrary, Adzido et al (2016) in their study noted that family income of parents could affect students learning process, motivation and academic performance at the long-run. However, some respondents strongly argued that family income status is not an essential predictor of better academic performance, though higher family income may improve students' performance, but for the responsible and serious students, low family income does not affect their academic performance.

Relationship between parents' occupation and students' academic achievement in business education programme in tertiary institutions in South East, Nigeria.

The finding here revealed that there is a strong/positive and significant relationship between parents' occupation and students' academic achievement in business education programme in tertiary institutions. In support of this study Odo, et.al (2017) reported that parental occupational level significantly influenced students' academic performance in accounting studies in Nigeria. In support of this findings, Shah et al (2021) in their study reported that there was a significant relationship between parents' occupation and academic performance of students in Adamawa State Polytechnic Yola. Similarly, Stanslaus (2016) revealed that there is a significant positive correlation between parents' occupation and students' academic performance. Students whose parents are in good formal employment exhibit higher academic attainments than those whose parents practice nomadic, peasantry or non-employed. Furthermore, Usaini and Abubakar (2015) provided evidence that students whose parents belong to the high ranking occupational status might have a better grade in Mathematics than their counterparts whose parents belong to the low ranking occupational status. This is because parents with high ranking occupational status might have enough income which can be used to provide the needed materials and support for their children in order to arouse their interest in Mathematics than their counterparts in low ranking occupation whose major obligation is to provide shelter and food. On the contrary, Korir and Wambugu (2018) noted that students from high parental level of occupation performed poorly as compared to those from low parental and middle parental levels of occupation. This could be attributed to complacency among students, or parents did not invest in their students' education by providing adequate learning resources at home.

Relationship between parents' educational status and students' academic achievement in business education programme in tertiary institutions in South East, Nigeria

It was revealed in this study that there is a strong/positive and significant relationship between parents' educational status and students' achievement in business education programme in tertiary institutions. Data analyzed showed a strong extent relation between parents' educational status and students' achievement in business education programme in tertiary institution. This finding was in line with the view of Zehri and Abdelbaki (2013) who reported that parents' educational status influences the child academic achievement in the sense that parents with good education 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. In the same vein Gobena (2018) reported that parental educational level can influence the value that parents place on education. This could possibly influence a child's educational attainment because educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this results in high academic achievement. On the contrary, Korir and Wambugu (2018) in their study averred that students from both low and high parental level of education performed poorly academically. An indication that students from high parental level of education, either their parents do not invest on students' education by providing needed learning resources at home, or students did not optimize learning resources the parents provide them, or could be further explained in that the parents with high level of education were not role models to students, did not expose the students to the benefits of education, or did not actively participate in student's academic progress and school activities. Whereas students from low parental level of education could be lacking learning materials needed to improve their academic performance.

Conclusion

From the findings of the study, it was concluded that there is a moderate/positive and significant relationship between family size and students' achievement in business education programme in tertiary institutions, there is a moderate/positive and significant relationship between parents' income and students' achievement in business education programme in tertiary institutions, there is a strong/positive and significant relationship between parents' occupation and students' achievement in business education programme in tertiary institutions and there is a strong/positive and significant relationship between parents' educational status and students' achievement in business education programme in tertiary institutions. The strong relationship observed in parental educational status and parental occupation showed that educational status of the parents and occupation correlates students' academic achievement in Business education programme in tertiary institution more than the family size and parents' income.

Recommendations

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

1. Government should sensitize parents on the effect of large family size on academic achievement of students.
2. Parents should motivate their children by providing fundfor their children in tertiary institutions 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.

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