UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.14 (2);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

PARENTS' INCOME AND OCCUPATION AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN MAIDUGURI METROPOLIS, BORNO STATE, NIGERIA

[1]Mala Kulloma (Ph.D) and [2]Mohammed Alkali Kolo (Ph.D)

Department Of Education
Borno State University Maiduguri.
Email: malakulloma2016@gmail.com 08063691264
Email: muhammadkolo@yahoo.com 08023245715

ABSTRACT
This research work is aimed at determining whether parents' income and occupation are predictors of students' academic performance. The objectives of the study were to determine the relationship between parents' income, parents' occupation, and students' academic performance in senior secondary schools in Maiduguri metropolis, Borno state. Three (3) hypotheses were tested at a 0.05 level of significance. The research design used for the study was correlational. The population for the study was four thousand five hundred and fourteen (4514) senior secondary school students in the Maiduguri metropolis. Out of this population, four hundred (400) were taken as a sample for the study. The techniques used for selecting the sample of the study were stratified random sampling techniques. The instruments used for the study were a questionnaire and a proforma. The study revealed that parents' income and Occupation are significant predictors of student's academic performance in senior secondary schools in the Maiduguri metropolis of Borno state. Based on the findings of the study. The study recommended that government should create more job opportunities in different sectors of the economy to absorb the large annual turnover of graduates at different levels of education.

Introduction
Education is regarded as the initial stage in all human endeavors in the age of globalization and technological transformation. It is crucial for the growth of human capital and is associated with a person's well-being and prospects for a better quality of life (Battle & Lewis, 2002; Wiborg & Gratz, 2022). It guarantees that people acquire the information and abilities necessary to boost their productivity and enhance their quality of life. This rise in productivity also creates new revenue streams, which boosts a nation's economic development (Saxton, 2000; Skopek & Passaretta, 2021).

Educational services are often not tangible and are difficult to measure because they result in the form transformation of knowledge, life skills, and behavior modifications of learners (Tsinidou, Gerogiannis, & Fitsilis, 2010; Hallsten & Thaning, 2021). So there is no commonly agreed-upon definition of quality that is applied to the education field.

For educators, the standard of student performance continues to be paramount. It is intended to have a positive impact locally, regionally, nationally, and internationally. Researchers, educators, and trainers have long been curious about the factors that contribute most significantly to the caliber of student performance. These factors, both within and outside of the classroom, have an impact on pupils' academic performance. These elements could be classified as peer factors, school factors, family considerations, and student factors (Gregg et al., 2019).

The family background comprises of parents' economic status, family size, family structure, educational level, occupation, and birth order of the child as well as other factors on family life. One of the determinants of the learning process that is linked to the family background is the parent's income and occupation. Along with their ability to educate their offspring, the economic status of people plays a vital role in their education. Parents with low income often need to work longer hours to earn their living; this leaves them with little time to spend caring for their children's academic activities and getting more involved in their kids' learning process. There is also typically more conflict in low-income earning homes because there are more tensions caused by stress within the family. This may affect their children's academic performance in school.

Parental occupation is another important family background factor that may affect students' academic performance. While many parents are peasant farmers and petty traders as well as low-income earning civil servants, others are highly paid officers and business moguls. All these differences may influence the parent's involvement in the child's education and may subsequently influence future academic performance (Grane, 2016). Jaynes (2012) reported that fathers and mothers who have high education and occupational attainment are likely to have high motivation in educating their children. It is only natural that these attributes carry over to their relationship with their children and the desire to see their children succeed (Sirin, 2003). In the same vein, many working-class and low-class parents perform their responsibility of supporting their children's success in school.

Although, many educational sociologists believe that family background has an influence on children's performance in school, and because education starts from the home, not many empirical studies have been carried out in recent times to support this assertion, particularly in Maiduguri. By and large, the absence of these studies in many parts of the country including Borno State paints an unclear picture of whether or not these family backgrounds influence the performance of students in Maiduguri, and therefore, it is against this background that the study was designed to investigate whether parents' income and occupation are significant predictors of students' academic performance in senior secondary schools.

Objectives of the Study

The objectives of the study are to determine the:

i. Relationship between parents' income and students' academic performance in

senior secondary school in Maiduguri, Borno state.

ii. Relationship between parents' occupation and students' academic performance in senior secondary school in Maiduguri, Borno state.

iii. Relationship between parents' income, occupation and students' academic performance in senior secondary schools in Maiduguri Metropolis, Borno State.

Hypotheses

The following hypotheses were tested;

Ho_1: There is no significant relationship between parents' income and students' academic performance in senior secondary school in Maiduguri, Borno state.

Ho_2: There is no significant relationship between parents' income and students' academic performance in senior secondary school in Maiduguri, Borno state.

Ho_3: There is no significant relationship between parents' income, occupation and students' academic performance in senior secondary school in Maiduguri, Borno state.

Research Method

This study adopted a correlational research design. Correlation is a non-experimental type of research design that is used to determine relationships without the manipulation of variables (Coleman, 2009). The population for this study was 4514 senior secondary school students in Maiduguri Metropolis, Borno State. There are seventeen registered public senior secondary schools in the Metropolis. The researcher used senior secondary school two (SS II) students for the study. Out of the seventeen schools the researcher selected eight (8) schools from which four hundred (400) senior secondary school II students were drawn. The technique used in selecting the sample for the study was the stratified random sampling technique. The sample size was determined following Krejcle and Morgan (1970) who recommended a sample of 400 for a population of 4500 as a fair representation of a given population. The choice of SS II students was based on their state of preparedness for the next senior secondary school examination.

The researcher adapted Hamman-Tukur's (1997) instrument on the Family Background of Pupils in Primary Schools which was modified and used for the study after permission for the use of the instrument was obtained. This Instrument consists of sections A & B which have items on variables related to the present study on areas of parents' income and occupation. The instrument was pilot-tested and the reliability coefficient was found to be 0.74 which shows that the instrument was valid. Data obtained were analyzed using Pearson Product Moment Correlation Coefficient and multiple regression analysis.

Presentation of Results

Hypothesis One: There is no significant relationship between parents' income and students' academic performance in senior secondary school in Maiduguri, Borno state.

Table 1: Pearson Product Moment Correlation on the Relationship Between Parents' Income and Students' Academic Performance in Senior Secondary Schools

Variable	N	Df	r	p-value	Remark
Parents' Income	344				
		342	0.774	0.00	Reject H_{01}
Academic Performance	344				

Results from table 1 revealed that there was a strong positive relationship between parents' income and students' academic performance in senior secondary schools in Maiduguri Metropolis, Borno State with Pearson Product Moment Correlation Coefficient r=0.774. Therefore, parents' income is a significant predictor of student's academic performance in senior secondary schools. Hence hypothesis one is rejected.

Hypothesis Two: There is no significant relationship between parents' occupation and students' academic performance in senior secondary school in Maiduguri, Borno state.

Table 2: Pearson Product Moment Correlation on the Relationship Between Parents' Occupation and Students' Academic Performance in Senior Secondary Schools

Variable	N	Df	r	p-value	Remark
Parents' Occupation	344				
		342	0.81	0.00	Reject H_{02}
Academic Performance	344				

Results from table 2 revealed that there was a strong positive relationship between parents' occupation and students' academic performance in senior secondary schools in Maiduguri Metropolis, Borno State with Pearson Product Moment Correlation Coefficient r=0.81. Therefore, parents' occupation is a significant predictor of student's academic performance in senior secondary schools. Hence hypothesis two is rejected.

Hypothesis Three: There is no significant relationship between parents' income, occupation, and student's academic performance in senior secondary school in Maiduguri, Borno state.

Table 3: Multiple regression analysis on the relationship between parents' income, occupation and students' academic performance

Sources of Variation	Sum of Squares	df	Mean Square	F	p-value	Remark
Regression	42785.485	2	21392.742	416.941	0.000	Reject H_{03}
Residual	17496.280	341	51.309			
Total	**60281.765**	**343**				

Table 3 gives the summary of the multiple regression analysis on the relationship between parents' income, parents' occupation, and student's academic performance in senior secondary schools. Results revealed that parents' income and parents' occupation are significant predictors of student's academic performance in senior secondary schools because the p-value (0.00) is less than the level of significance (α=0.05). The r-square value of 71.0% indicated that 71% of the student's academic performance is predicted by their parent's income and occupation.

Conclusion

Based on the findings of this study, it was concluded that the academic performance of senior secondary school students could be predicted by parents' income and parents' occupation. Parental indices or background factors has a great impact on the education of children.

Recommendations

Based on the findings of this study, the following recommendations were made;

i. Government should create more job opportunities in different sectors of the economy to absorb the large annual turnover of graduates at different levels of education.
ii. Government, other civil organizations, INGOs and NGOS should also create more empowerment interventions in other to encourage parents and caregivers of students to cater for their children educational needs.
iii. It is also recommended that, the more job opportunities are created, more empowerment interventions are put in place, it would go a long way in encouraging and motivating parents to send their children to school due to the economic benefits emanating.

References

Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty, 6*(2), 21-35.

Grane, J. (1996). Effects of home environment, SES and maternal test scores on mathematics achievement. *Journal of educational research, 89*(1), 305-314.

Gregg, P., Macmillan, L., & Vittori, C. (2019). Intergenerational income mobility: access to top jobs, the low-pay no-pay cycle and the role of education in a common framework. *Journal of Population Economics*, *32*(2), 501-528.

Gregg, P., Macmillan, L., & Vittori, C. (2019). Intergenerational income mobility: Access to top jobs, the low-pay no-pay cycle and the role of education in a common framework.

Journal of Population Economics, 32, 501–528.

Hallsten, M., & Thaning, M. (2021). Wealth as one of the "Big Four" SES dimensions in intergenerational transmissions. Social Forces. https://doi.org/10.1093/sf/soab080.

Hamman-Tukur, A. (1997). Development and validation of scales for assessing intelligence in primary schools. Unpublished Ph.D. Thesis University of Jos.

Jaynes, W. H. (2002). Divorce, family structure and academic success of children. Binghamton, New York: Haworth Press.

Saxton, J. (2000). Investment in education: Private and public returns. Retrieved from http://www.house.gov/jec/educ.pdf.

Sirin, S. (2003). Economics status and academic achievement: A meta-analytic review of research 1990-200. Paper presented at annual meeting of American Educational Research Association, Chicago, I. L.

Skopek, J., & Passaretta, G. (2021). Socioeconomic inequality in children's achievement from infancy to adolescence: the case of Germany. *Social Forces, 100*, 86–112.

Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010). Evaluation of the factors that determine quality in higher education: an empirical study. *Quality Assurance in Education, 18*(3), 227-244.

Wiborg, O. N., & Grätz, M. (2022). Parents' income and wealth matter more for children with low than high academic performance: Evidence from comparisons between and within families in egalitarian Norway. *Research in Social Stratification and Mobility, 79*, 100692.