

IMPACTS OF PARENTAL SOCIO-ECONOMIC STATUS ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN BUSINESS STUDIES IN KWARA STATE

BY

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Abstract

The purpose of this study was to impacts of parental socio-economic status on academic performance of secondary school students in Business Studies in Kwara State. Three hundred and Sixty-Eight participants constituted the study's sample. Both the independent and dependent variables were measured with self-developed instrument with reliability value of.77 and the data obtained was analyzed using Mean and Standard Deviation as Statistical method. Three research questions were raised and answered in the study. The result showed that parental level of education influenced the academic performance of business studies students in secondary school with weighted average of 3.08 ± 0.87 ; parental occupation has significant influence on academic performance of Business Studies students with weighted average of 3.15 ± 0.83 and parental income has significant influence on student's academic performance in Business Studies. This claim was support with weighted average of 3.13 ± 0.86 . In view of these findings, it was recommended among others that Parents are encouraged to utililse their high educational knowledge and experience by directly involving, participating and assisting in their children's homework, education and activities both at school and home.

Keywords: Parents, Socio-economic status, Academic performance, Students and Business studies

Introduction

Poor academic performance of secondary school students in their respective subjects has become a common issue in Nigeria. Parents, students, teachers and other educational stakeholders blame one another without knowing the actual cause of the problem. Therefore, the problem of poor academic performance persists and it may continue unless solution is proffered to arrest the situation quickly. To arrest the situation, it is essential to understand the dynamics of secondary school education and proffer necessary solutions wherever problems are discovered. The development of any nation depends largely on the educational attainment of the citizenry and the quality of education of that nation (Muraina et al., 2021). Section 1 of the National Policy on Education addresses the need for functional education to be relevant and practical towards the acquisition of appropriate skills and development of competencies of an individual to contribute to the development of society (Owoyele & Muraina, 2015). Education does not only provide knowledge and skills but also inculcates values in students. For students to gain admission into higher institutions and for them to secure good jobs after completion of their studies, they must have good results to be able to cater for the parents who had spent so much on their education.

The required good result at the end of studies would not be achieved on a platter of gold. Rather, it comes after adequately meeting all parameters used in measuring students' success or failure in schools. Success, in an educational institution, is measured by academic performance (Muraina et al., 2021). Academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad & Abdullah, 2016) Teachers and education officials typically measure performance using classroom performance, graduation rates, and results from standardized tests. Academically successful students have higher self-esteem and self-confidence, low level of anxiety and depression, they are socially inclined, and are less likely to engage in substance abuse. Wahab (2012) revealed some factors that may be responsible for poor academic performance of students. These factors include illiteracy of parents, domestic issues and problems or large family size, lack of parental attention and control, low socio-economic status and family structure.

The academic performance of the child is also largely influenced by the family background. A child's earliest education is received in the family. It is here that his basic ideals, as well as many attitudes towards himself and his associates are initiated which determine his later adjustment to school and

other out of home situations (Muraina et al., 2021). The economic status, attitudes and behavioural experiences of parents and family environment all influence the child's behaviour and attitudes, both directly and indirectly. A child learns about relationship, manners, self-esteem, worth and loyalty all by watching and participating in family activities. Socio-economic status embraces the individual's level of education, social class, occupation and income; it can have either positive or negative impact on a person's life. In a society, there are people who are highly educated, half educated and under-educated. Those are people who, by birth or other factors, belong to one social class or the other (Upper Class, Middle Class and Lower Class). Also, members of a society engage in various activities to earn their living, which determines, to a large extent, their income level. All these are factors upon which the socio-economic status of an individual is hinged (Owoyele & Muraina, 2015). This explains why some parents of Business Studies students are rich, some are fairly rich and others are very poor. Therefore, students from rich family will have adequate access to the required resources to improve their academic performance in Business Studies, compared with those from fair or poor families. The responsibility of training a child always lies in the hands of the parents, hence, the focus on their status (Ogunshola & Adewale, 2012).

It is generally believed that the socio-economic background of the parents has direct impact on the academic performance of the students. Socio-economic status is often measured as combination of education, income and occupation. Edith and Osagiba (2013) emphasized that a child is affected negatively if he/she come from an economically disadvantaged family. They stressed further that such children are faced with overwhelming challenges that lead to poor school performance. Ovansa (2017) also observed that the school system in low social economic status communities is often under resourced and have negatively affected students' academic progress. Parents of Business Studies students who fall into the category of low socio-economic status communities are less likely to have the financial resources or time available to provide their children with academic support; hence, they perform poorly in their academic work in Business Studies.

The Parent income, high or low, can have its impact on students' performance in all their learning years. Some students from low-income families have difficulties to understand or learn as fast as others. Also, their vocabulary can be less developed compared with other students from different or better background (Owoyele & Muraina, 2015). The way some students learn and understand varies from one another because some parents may not help their children at home, while other students have single parents. If the parents of students are poor, then they may have to work all the day for them to make ends meet. This will prevent such parents from having time to monitor their children's homework and this may result to poor performance. Another thing is the stress such parents have to undergo at home. These may affect their children's grades in the subject because no one monitors such children or cares about their success in schools (Jensen, 2013; Muraina et al., 2021). The same applies to Business Studies, if the Business Studies student parents are poor to the extent that they cannot provide for their children's needs both at home and in school, their academic performance will be affected.

Impacts of parental occupation and level of education on students' academic performance is an issue that calls for concern among all stakeholders in academics; largely because today, more than ever before, tremendous pressure is on students to earn good grades because academic achievement is assumed to possess productive value and is used to bar or open the gate between the university and successful careers in life (Rahaman, 2010). Parents' line of occupation plays vital role in determining their children's academic performance. For instance, 99% of the students agreed that occupation of parents influences students' self-esteem and academic performance (Azizollah, 2015; Muraina et al., 2021). Parents' occupation can be divided into white-collar jobs and blue-collar jobs. Parents who are engaged in tasks that need no physical exertions are said to be doing white collar jobs, while those parents that involve themselves in jobs that require physical efforts are doing blue-collar jobs.

Apart from the parental occupation, another factor that influences children's academic performance is the educational background of parents. Therefore, parents who value education find it easier to attend to their children's educational needs. Christa (2017) stated that 65.35% of educated parents have their

children pass public examinations at credit level. Parental educational background, professions and occupation affect their financial status. Parents' level of education may influence the goals and value they have for their children. These values could result in differences in parenting which in turn result in differences in children's academic performance. Higher levels of education is linked to overall better quality of life, including less behavioural and physical health problems, lower unemployment rates, and lower rate of incarceration (Odedokun & Muraina, 2019).

Parents' levels of education can be classified into higher education and lower education. Parents who are highly educated must have obtained Senior Secondary School Certificate Examination (SSCE), National Diploma (ND), National Certificate in Education (NCE), Higher National Diploma or Bachelor's Degree (HND/B.SC) in different fields of learning (Odedokun & Muraina, 2019). Some of them could have obtained other degrees, like Master in Education, Master of Science and Doctor of Philosophy, among others. Business Studies is a course or program or aspect of study that inculcate, in the student relevant skills that can be used in the business world. At some point in students' lives, they will encounter the world of business. Business Studies is seen as a way of equipping the youth with necessary skills, and if these skills are acquired, it will enable the learner to have necessary skills to be self-reliant after secondary education rather than looking for employment or totally relying on white collar jobs (Oluwalola, 2018).

Business Studies helps students to make informed decisions in the everyday business of living. Business Studies prepares students for business careers as well as enables them become more efficient and advance to higher business positions. Business Studies has five components which include; Office practice; commerce, booking keeping, shorthand and typewriting (Osuala, 2013). Okpada in Ezenwafor (2022) noted that Business Studies plays a significant role in economic development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge to others handling and having a lot of office technologies experience and information systems (Odedokun & Muraina, 2019). Despite the great contribution of Business Studies to individuals, businesses, and governments, student's poor academic performance in the subject still persists. It is against this background that the study seeks to examine Impacts of parental socio-economic status on academic performance of secondary school students in Business Studies in Kwara State, Nigeria.

Statement of the Problem

Poor performance in academic work among students in secondary schools has become a common issue in Nigeria of which Business Studies students are not left out. Business Studies, which is the central focus of the researcher, has recorded low performance (Olayanju, 2014). Some educational stakeholders such as parents, teachers, governments and students blame one another for students' poor academic performance in Business Studies. As parents blame teachers for lack of dedication to duties, teachers blame the government for poor salaries, leading to poor motivation. Parents as well accuse the government of not equipping the schools with proper and adequate learning materials. Also, the government blames parents for not enforcing home discipline, while students are blamed for lack of discipline and dedication to their studies (Buba, 2016).

The truth is that the foundation of the child's socialization is laid at home because children spend more time at home than in school. Many factors associated with the family could have contributed to the increasing, low or poor performance of the students. Fieldwork carried out in selected secondary schools in Kwara State of Nigeria with respect to Business Studies Basic Education Certificate Examination (BECE) results revealed poor performance of students in Business Studies. Abdullahi and Bhatti (2018) asserted that the situation of failure in quality of academic performance in reference to Business Studies is more alarming in developing countries compared with the developed ones, the case of Nigeria which Kwara State is one. Sequel to previous literature on the subject matter, outcry from some parents and students as well as records obtained from schools and annual records of Ministry of Education, this study set to examine the impacts of parental socio- economic status (educational status, occupation and income) on academic performance of secondary school students in Business Studies in Kwara State. To the researcher's best knowledge, no study on impacts of parental socio-economic status on academic performance of secondary school students in Business Studies in Kwara State has

been conducted (Muraina et al., 2021). This creates a gap which this study sought to fill. If this study is not conducted, students may continue to perform poorly in Business Studies with great implications for economic and social development of the country, hence the need for this study.

Purpose of the Study

Generally, the study investigated impacts of parental socio-economic status on academic performance of secondary school students in Business Studies in Kwara State. Specifically, the purposes of this study are to:

1. determine the impacts of parental level of education on students' academic performance in Business Studies in secondary schools;
2. ascertain the impacts of parental occupation on students' academic performance in Business Studies in secondary schools; and
3. examine the impacts of parental income on students' academic performance in Business Studies in secondary schools

Research Questions

The following research questions guide the study:

1. What is the impact of parental level of education on students' academic performance in Business Studies in secondary schools?
2. What is the impact of parental occupation on students' academic performance in Business Studies in secondary schools?
3. What is the impact of parental income on students' academic performance in Business Studies in secondary schools?

Methodology

This section presents the methods and procedure which the researcher used in this study. Descriptive survey design was used in conducting the study. The choice for the design was based on the fact that descriptive survey design is meant for gathering information about the prevailing conditions for the purpose of description and interpretation. This design was considered appropriate for this study because it involves the administration of test to determine the academic performance of Business Studies student in JSS III and questionnaire to gather the required data from Business Studies' students across the four local government areas in Kwara Central senatorial district which results can be generalized to the remaining two other senatorial districts in Kwara State.

The Population of the study comprised 4,060 students of Business Studies in public junior secondary schools in Kwara Central Senatorial district. Simple random sampling technique was used in selecting four schools from each of the four local government areas under Kwara Central senatorial district. This technique was used because it allows every member of population to be selected without bias and it is also very easy to use. The researcher employed manual lottery method to generate a simple random sample whereby each member of the population group was assigned a number. Next, numbers were drawn at random to comprise the sample group, thus each member had an equal chance of being selected. Taro Yamane formula was also adopted to arrive at the sample size of Business Studies' students, which was 368 from randomly selected Junior Secondary Schools in Kwara Central Senatorial District of Kwara State.

A self- designed questionnaire, tagged: "Impacts of parental socio-economic status on academic performance of secondary school students in Business Studies Questionnaire (IPSESAPQ)" was used as the instruments for data collection. The questionnaire contained 20 items which drawn in relation to research questions and Literature Review, which are open-ended items, with provisions for the respondents to tick where appropriate. The questionnaire was divided into part A: Respondents' Bio-data and Part B is subdivided into three Sections: (B-D) Section 'B' contained seven items on the impacts of parents' education on academic performance of students in Business Studies; Section 'C' contained seven items on the parents' occupation on academic performance of students in Business Studies and Section 'D' contained six items on the parents' income on academic performance of students in Business Studies. The responses were structured on a 4-point scale of; High Extent (HE = 4

points), Moderate Extent (ME=3 points), Low Extent (LE) = 2 points) and No Extent (NE = 1 point). A total of 368 copies of the questionnaire were administered on the Business Studies students.

To ensure that the research instruments accurately measure what it is intended to measure, the instruments were face and content validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. Draft copies of the instruments alongside the title, purposes and research questions were given to the specialists. The experts were kindly requested to examine, scrutinize and make corrections and suggestions in term of content, relevance, suitability, clarity and coverage of the dimensions of the study. Necessary corrections, modifications and restructuring made by experts were effected on the final copy of the instruments. The questionnaire was pilot-tested in Plafier Memorial College, Oro-Ago, Kwara State, which is outside the study area but has similar characteristics with the study area in terms of student’s disposition and secondary school. The pilot study was conducted to determine whether the questionnaire items were clear and understood by the respondents, whether there was need to add more items in the questionnaire and how the respondents would react to the questionnaire items.

The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. Cronbach alpha method was used to determine the reliability of the instrument and a reliability coefficient of 0.77 was arrived at. The Cronbach alpha method was used because it is a reliability Statistics. This reliability coefficient is positive and very high therefore the instrument was adjudged reliable and stable, based on recommendation that reliability estimate of 0.70 and above is very high and the instrument for which it was calculated was reliable and stable. Letter of Introduction was obtained from the Head, Department of Business and Entrepreneurship Education, Kwara State University, Malete, for permission to administer the questionnaire in the sampled schools. A total number of 368 copies of the instruments were produced for administration. The instruments were administered personally by the researcher and her trained research assistants. This gave room for explanation on difficult areas in the instrument and the research assistants from the respondents immediately after its administration. This process was adopted to avoid delay that may be caused by going back to collect the instrument or get instrument missing. Two weeks was used for data collection exercise.

Data collected for this study were analysed statistically using simple percentage for the demographic variables of the respondents while mean rating and standard deviation were used to answer the research questions. The following boundary limits were used for the items of the research questions Strongly Agreed (SA) 3.50 – 4.00; Agreed (A) 2.50 – 3.49; Strongly Disagreed (SD) 1.50 – 2.49 and Disagreed (D) 0.0 – 1.49.

Results

Research Question One: What is the extent of the impacts of parental level of education on students’ academic performance in Business Studies in secondary schools?

Table 1: Impacts of Parental level of Education on Students’ Academic Performance in Business Studies

S/N	Item/Statements	Mean	SD	Remark
1.	Students whose parents have higher level of education perform better academically	3.41	0.77	Agreed
2.	Children from well-educated families have better opportunities than their counterparts from uneducated families, which enhance academic performance of the former	3.31	0.79	Agreed
3.	Parents with higher educational levels have high expectations of their children's academic performance in Business Studies	3.02	0.90	Agreed
4.	Parents with higher educational levels have positive ability and belief in their wards, which enhances academic performance	2.62	1.11	Agreed
5.	Students from illiterate families learn little or nothing from home that can help them develop interest in academics	3.15	0.79	Agreed
6.	Students with low parental level of education have more effective learning strategies leading to enhanced academic performance	2.77	0.97	Agreed

7.	Parents who are educated engage their children in intellectual activities that help the children to develop in healthy attitude in learning Business Studies	3.29	0.78	Agreed
	Weighted average	3.08	0.87	Agreed

Source: Research Field Work, 2023

Statistical analysis in Table 1 reveals that, the respondents agreed that the parental level of education is likely to influence the academic performance of business studies students in secondary school. The average response of the item was close to weighted average (3.08 ± 0.87) which implies that education level of the students' parents will contribute to their wards academic performance. Students form well-educated parent are likely to have better opportunities, high expectations, positive ability and belief as well as effective learning strategies to enhance their academic performance in business studies. On the over all, all the constructs in table 1 above influence the students' academic performance in business studies. This implies that parental level of education significantly influences the students' academic performance in Business Studies in secondary school. This was supported by weighted average (3.08 ± 0.87).

Research Question Two: What is the extent of the impacts of parental occupation on students' academic performance in Business Studies in secondary schools?

Table 2: Impacts of Parental Occupation on Students' Academic Performance in Business Studies

S/N	Item/Statements		SD	Remark
1.	Parents' occupation determine the type of education a child receives from their parents in the career aspiration of Business Studies students	3.29	.787	Agreed
2.	The occupational type of a parents tends to exert a considerable positive influence on their children's academic performance in school	3.07	.807	Agreed
3.	My parents are teachers and this has helped me to perform better academically	3.23	.832	Agreed
4.	Parents of different occupational classes often have different styles of child rearing	3.14	.807	Agreed
5.	Family financial resources, which are mostly associated with parent's occupation often influence learning opportunities both at home and in school	3.24	.783	Agreed
6.	Children from upper working-class homes perform better academically in Business Studies than those from lower working class homes	2.91	.961	Agreed
7.	Parents' occupation in relation to their financial ability to take care of their children's needs reflect on students' performance	3.17	.852	Agreed
	Weighted average	3.15	0.83	Agreed

Source: Research Field Work, 2023

Analysis of data in 2 reveals that, the average respondents on influence the parents' occupation with respect to academic performance shows that the respondents agreed on it. The average rating from the respondents ranging from 2.91 to 3.29 indicates the extent of the impacts of parental occupation on academic performance of Business Studies students. This implies that parents' occupation is likely to determine the student academic performance in Business Studies because of the type of parent occupation, their working class, financial ability which enhances student' capability. The weighted average of 3.15 ± 0.83 is high enough to suggests that the respondents' belief that parental occupation can influence respondents' academic performance. This implies that parental occupation influences the student's academic performance in business studies to a high extent with regards to type of parent occupation, working class, financial ability which enhance student's capability.

Research Question Three: What is the extent of the impacts of parental income on students' academic performance in Business Studies in secondary schools?

Table 3: Impacts of Parental Income level on Students' Academic Performance in Business Studies

S/N	Item/Statements		SD	Remark
1.	Students' inability to promptly pay tuition due to low income of their parents affects class attendance which in turn affects their academic performance	3.21	0.84	Agreed

2.	Students with high income parents who have access to relevant materials and equipment for skilled business subject attend classes regularly and perform better academically	3.14	0.90	Agreed
3.	Students' inability to meet basic needs based on low parental incomes affect their academic performance	2.98	0.83	Agreed
4.	Students whose parents are on high-income occupations have higher career aspirations in Business Studies and pass with flying colour	3.21	0.79	Agreed
5.	Students with low income parents may not enjoy sufficient meals, and this will most likely result in lack of concentration and tendency for aggressive behaviour both of which will affect their performance in Business Studies	3.07	0.95	Agreed
6.	Parents' income is a source of motivation to their children's academic performance in Business Studies	3.19	0.88	Agreed
Weighted average		3.13	0.86	Agreed

Source: Research Field Work, 2023

Analysis of data in Table 3 shows that, the mean and standard deviation of the respondents suggest the extent of impacts of parents' income on student academic performance. The table reveals that respondent agreed that inability to pay tuition due to low income likely to influence eth students' performance. Student with high income parents will have access to the relevant materials, higher career aspirations and pass with flying colour in business studies which tend s to influence academic performance. In the same vein, students with low-income parents may not meet the basic needs and enjoy sufficient meals, and this will most likely result in lack of concentration and tendency for aggressive behavior both of which will affect their performance in Business Studies. Also, parent's income was agreed as source of motivation to their children's academic performance in Business Studies. This impels that parental income has significant influence on student's academic performance in Business Studies. This claim was support with weighted average of 3.13 ± 0.86 .

Discussion

Table 1 which dealt with the impacts of the parent's education level on students' academic performance in business studies revealed that the level of education of business studies students. Parents contribute to the education performance of their children. Singh and Vyast (2014) corroborated that parental educational level has a significant role in determining the educational achievement and social adjustment of the children. Abaya (2018) also share the same view with this study that children with educated parents are being supportive by their parents in their academic, while children lacking educated parents tend not to do well in academics. Also, Rana (2015) in his study support by saying that high level educated parents to an extent, have more influence on their children to achieve and perform well in their studies at secondary level.

Analysis on parents' Occupation shows that parent occupation of business studies student does not has major significance influence on students' academic performance in business studies. Okiemute (2017) study corroborate with this study by saying that parent's occupation does not necessarily influence students' academic achievement. Analysis in table 3 revealed that parents' income has influence on students' academic performance, this is support by Onderi et al. (2014) study that the level of income of parents contributed to poor student's academic performance.

Conclusion

Based on the findings of the study, it was concluded that the academic performance of Business studies student in Kwara State was above average. It was also concluded that parental income, level of education and parental occupation significantly influence the academic performance of the students in business studies.

Recommendations

Based on the findings of the study and the conclusion drawn there from, the following recommendations were hereby made.

1. Parents and guardians are encouraged to utilise their high educational knowledge and experience by directly involving, participating and assisting in their children's homework, education and activities both at school and home, in order to motivate them to reach higher level of performance and improve their academic performance in Business Studies.
2. Government and other appropriate organizations and agencies should provide employment opportunities to give the parents better paid jobs, to enable them make adequate provision for their children education needs
3. Parents should be encouraged to have multiple sources of income to serve as financial supplements to adequately cater for their children's educational needs

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