

INFLUENCE OF PARENTAL OCCUPATION AND INCOME LEVEL ON ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN HOME ECONOMICS SUBJECT IN KADUNA STATE, NIGERIA

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ABSTRACT

The study aims at investigating the influence of parental occupation and income level on the academic performance of primary school pupils in Home Economics in Kaduna State, Nigeria. Three objectives with three corresponding research question and hypotheses was formulated for the study. Correlational research design was used for the study. The population of the study comprise of 152,649 primary 6 pupils and their parents from public primary schools. Multistage sampling technique was used to sample 384 respondents. A structured questionnaire developed by the researcher was used for data collection. The findings revealed significant positive relationships between pupils' academic performance and parental occupation ($r=0.551$), it also revealed that high family income has ($r=0.153$) all with $p<0.05$ has significant influence on the academic performance of pupils. The study concluded that good parental occupation and income level positively influence pupils' academic performance in Home Economics. It recommended that parents pursue good occupation and good income in order to enhance their children's academic success.

Keywords: Academic performance, family occupation, Home Economics, Primary, Pupils

INTRODUCTION

Primary education is critical for the success of any educational system and the socio-economic development of a nation (Lota, 2008). Home Economics, a vocational course, is crucial in primary education for fostering functionality and self-reliance by equipping students with various skills (Okoh, 2011). However, it has been observed that the teaching of Home Economics in Nigerian primary schools is poorly managed, with inadequate instructional resources. This has contributed to a decline in academic performance, prompting concerns among educators, parents, and the government. Academic performance, defined as the extent to which students achieve their educational goals, is influenced by numerous factors both within and outside the school environment (Crosnoe, Johnson, & Elder, 2004;). Factors such as socio-demographic characteristics of parents, including age, gender, occupation and income can significantly affect children's academic outcomes (Hanscombe, 2012; Davis-Kean, 2005). Parental occupation and income are crucial determinants of children's academic performance. Parents with higher income and stable jobs can provide better educational resources, support, and environments for their children, enhancing academic success (Ojo & Yilma, 2010). Conversely, lower-income parents may struggle to provide these advantages, leading to poorer academic outcomes. This study hypothesizes that parents' occupation and income, are significant predictors of children's academic performance in Home Economics. The research aims to examine these influences in Kaduna state, Nigeria, to identify strategies for improving educational outcomes.

Statement of the Problem

Over the years, pupils' performance in Home Economics subjects have been persistently and alarmingly low in our primary schools both in the internal and external examinations as observed by the researcher. The researcher through observations and interactions with teachers, parents and other stakeholders gathered that the low performance of pupils was attributed not only to teachers but other factors that are both internal and external to the school. This is because from their observation, despite sacking of the teachers that have not passed the competency based examination conducted by the state the performance of the pupils has not significantly improved. Furthermore, different researchers also attributed the poor performance to different factors. Abdur-Raheem (2015) found that children that were raised from economically disadvantaged background are more likely to have poor academic performance because they lack some basic necessities such as food, clothing and shelter. Educational authorities and parents have been trying to find out reasons for the downward trend in the academic performance of pupils especially in Home Economics subject so that they can put measures to correct them. It was against this background that the researcher examined the influence of parental occupation and income on academic performance in Home Economics subject of primary school pupils in Kaduna State Nigeria, with a view to addressing their academic challenges, improve learning and providing solution to this decline in pupils' academic performance.

Objectives of the Study

The major objective of the study was to investigate the influence of parental occupation and income level of parents on academic performance of primary school pupils in Home Economics subject in Kaduna state, Nigeria. The specific objectives were to:

1. determine the academic performance of primary school pupils in Home Economics subject in Kaduna state, Nigeria.
2. determine the influence of parental occupation on academic performance pupils in Home Economics subject of primary school in Kaduna state, Nigeria.
3. examine the influence of family income on academic performance in Home Economics subject of primary school pupils in Kaduna state, Nigeria.

Research Questions

This study was guided by the following research questions:

1. What is the level of academic performance in Home Economics subject primary school pupils in Kaduna state, Nigeria?
2. What is the influence of parental occupation on academic performance in Home Economics subject of primary school pupils in Kaduna State, Nigeria?
3. What is the influence of family income on academic performance of primary school pupils in Home Economics subject in Kaduna State, Nigeria?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- H₀₁: There is no significant relationship between parental occupation and academic performance in Home Economics subject of primary school pupils in Kaduna State, Nigeria.
- H₀₂: There is no significant relationship between family income and academic performance in Home Economics subject of primary school pupils in Kaduna State, Nigeria.

Methods

The study employed a correlational research design. This non-experimental approach examines the relationships between two or more variables in their natural settings without any manipulation. It assesses the strength of these relationships by determining how changes in one variable are

associated with changes in another. The goal is to determine if and to what extent the variables are related, without implying causation (Tabat and Tabat, 2018).

Population of the Study

The population included 152,649 primary six pupils from public primary schools in Kaduna State, along with an equal number of their parents. The state is divided into 12 educational zones spread across three senatorial zones.

Sample Size and Sampling Procedure

The sample size, determined using Krejcie and Morgan's (1970) sample size table, was 384. A multistage sampling technique was employed. In the first stage two educational zones offering Home Economics were selected. In the second stage two LGAs from each zone offering Home Economics were chosen. In the third stage schools within these LGAs offering Home Economics were selected while in the fourth stage pupils were randomly selected from these schools proportionate to the school population.

Instrument for Data Collection

A structured questionnaire developed by the researcher was used. The questionnaire comprised two sections. First section asked personal information about the respondents and their socio demographic characteristics and contained 11 items. Question 1 to 4 collected the biodata of the pupil while questions 5 to 11 collected information about parents' occupation and income level. Secondary data on pupils' academic performance were collected for the third term of primary 4 and 5 and the first term of primary 6.

Procedure for Data Collection

An introductory letter from the Head of the Department of Home Economics facilitated data collection. The researcher, assisted by two research assistants, collected data in two phases. In the first phase questionnaires were distributed to pupils to be filled out by their parents while in the second phase pupils' academic performance in Home Economics for the third term of primary 4 and 5 and the first term of primary 6 was collected from teachers. Questionnaires were retrieved after one week, and the entire data collection process took two months.

Procedures for Data Analysis

Data were analyzed using both descriptive and inferential statistics. Frequencies and percentages analyzed demographic variables and addressed research questions while Pearson Product Moment Correlation Coefficient (Pearson's r) tested the null hypotheses, with null hypotheses rejected at a significance level less than 0.05.

Results

Demographic Variables

The study focused on various demographic variables, including gender, age, academic performance, parental occupation and family income. Out of 384 distributed questionnaires, 324 were retrieved and analyzed. Tables 4.1 through 4.7 present the sociodemographic characteristics of the respondents.

Table 1: Distribution of Pupils by Gender and Age

Variable	Frequency (N)	Percent (%)
Gender		

Variable	Frequency (N)	Percent (%)
Male	171	53
Female	153	47
Total	324	100
Age (Years)		
9	23	7
10	65	20
11	82	25
12	154	48
Total	324	100

Table 1 indicates the distribution of primary school pupils by gender and age in Home Economics in Kaduna State. There were 171 (53%) male and 153 (47%) female pupils. The age distribution shows that the majority of the pupils, 154 (48%), were 12 years old, while the smallest group, 23 (7%), were 9 years old.

Table 2: Distribution of Pupils by Academic Performance

Academic Performance	Frequency (N)	Percent (%)
50 – 59	99	31
60 – 69	84	26
70 – 79	57	18
80 – 89	46	14
90 – 99	38	12
Total	324	100

Table 2 shows the academic performance of pupils in Home Economics. The data reveal that most pupils, 99 (31%), scored between 50-59, and the smallest group, 38 (12%), scored between 90-99. This indicates that the majority of the pupils had above-average performance.

Table 3: Distribution of Pupils by Parental Occupation

Fathers' Occupation	Frequency (N)	Percent (%)	Mothers' Occupation	Frequency (N)	Percent (%)
Applicant	2	1	Business	108	33
Business	116	36	Civil Servant	31	10
Civil Servant	75	23	Direct Labour	31	10
Direct Labour	71	22	Farming	9	3
Farming	37	11	Housewife	124	38
Pensioner	3	1	Student	3	1
Trader	20	6	Trader	18	6
Total	324	100	Total	324	100

Table 3 outlines the parental occupations of the pupils. The data show that 116 (36%) of fathers were engaged in business, while 108 (33%) of mothers were also in business. The majority of mothers, 124 (38%), were full-time housewives.

Table 4: Distribution of Pupils by Family Income

Fathers' Income (N)	Frequency (N)	Percent (%)	Mothers' Income (N)	Frequency (N)	Percent (%)
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Fathers' Income (N)	Frequency (N)	Percent (%)	Mothers' Income (N)	Frequency (N)	Percent (%)
< 18,000	180	56	< 18,000	267	82
18,000 – 49,000	90	28	18,000 – 49,000	37	11
50,000 – 100,000	35	11	50,000 – 100,000	10	3
> 100,000	19	6	> 100,000	10	3
Total	324	100	Total	324	100

Table 4 displays the family income of the pupils' parents. A significant proportion of fathers, 180 (56%), and mothers, 267 (82%), reported monthly incomes of less than N18,000, indicating a generally low-income level among the families.

Table 5: Distribution of Academic Performance of Primary School Pupils in Home Economics

Scores	Academic Performance			Frequency (N)	Percent (%)	Remark
	3 rd Term Prim 4	3 rd Term Prim 5	1 st Term Prim 6			
	50 – 59	31	66			
60 – 69	59	19	6	84	26	Good
70 – 79	6	13	38	57	18	Very Good
80 – 89	4	5	37	46	14	Excellent
90 – 99	2	8	28	38	12	Exceptionally Good
Total	102	111	111	324	100	

Table 5 illustrates the academic performance of pupils in primary 4 (3rd term), primary 5 (3rd term), and primary 6 (1st term) in Home Economics in Kaduna state. The findings reveal that 99 (31%) of the pupils scored in the 50-59 range, 84 (26%) scored between 60-69, 57 (18%) scored between 70-79, 46 (14%) scored between 80-89 and 38 (12%) scored between 90-99. This distribution indicates that the majority of the pupils had scores indicating good to above-average performance in Home Economics.

Table 6: Influence of Parental Occupation on Academic Performance of Primary School Pupils in Home Economics

Parental Occupation	Academic Performance					Total (N)	Percent (%)
	50-59	60-69	70-79	80-89	90-99		
Applicant	0	0	2	0	0	2	0.3
Business	41	52	57	29	45	224	34.9
Civil Servant	4	28	25	43	6	106	16.5
Direct Labour	59	29	6	2	6	102	15.9
Farming	29	15	0	2	0	46	7.2
Housewife	40	33	21	14	16	124	19.3
Pensioner	3	0	0	0	0	3	0.5
Student	2	0	0	1	0	3	0.5
Trader	20	11	3	1	3	38	5.9
Total	198	168	114	92	76	648	100

Table 6 demonstrates the influence of parental occupation on the academic performance of primary school pupils in Home Economics. The highest academic performance was observed among pupils whose parents were engaged in business (34.9%), followed by those whose parents were housewives (19.3%), civil servants (16.5%), and those involved in direct labor (15.9%). The lowest performance was seen in pupils whose parents were applicants (0.3%), students (0.5%), and pensioners (0.5%). This indicates that pupils with parents engaged in business, as housewives, or as civil servants generally had better academic performance.

Table 7: Influence of Family Income on Academic Performance of Primary School Pupils in Home Economics

Family Income (₦)	Academic Performance					Total (N)	Percent (%)
	50-59	60-69	70-79	80-89	90-99		
<18,000	150	114	74	52	57	447	69.0
18,000 – 49,000	28	34	27	23	15	127	19.6
50,000 – 100,000	12	9	9	12	3	45	6.9
>100,000	8	1	4	5	11	29	4.5
Total	198	158	114	92	86	648	100

Table 7 reveals that pupils from families with an income of over N100,000 exhibited the highest academic performance (37.9% in the 90-99 range), whereas those from families earning less than N18,000 showed the lowest performance (33% in the 50-59 range). This suggests a positive correlation between higher family income and better academic performance.

Table 8: Relationship between Parental Occupation and Academic Performance of Primary School Pupils in Home Economics

Variables	N	\bar{X}	SD	Df	r	P-Value
Academic Performance	324	66.89	13.74	970	0.551	0.000
Parental Occupation	648	3.92	2.00			

Table 8 shows a significant positive relationship between parental occupation and academic performance ($r = 0.551$, $p < 0.05$). This indicates that pupils whose parents were employed had better academic performance. Therefore, the null hypothesis is rejected.

Table 9: Relationship between Family Income and Academic Performance of Primary School Pupils in Home Economics

Variables	N	\bar{X}	SD	Df	r	P-Value
Academic Performance	32	66.8	13.74	970	0.153	0.000
Family Income	4	9	0.81			
	64	1.47				
	8					

Table 9 indicates a significant positive relationship between family income and academic performance ($r = 0.153$, $p < 0.05$). This suggests that higher family income correlates with better academic performance. Therefore, the null hypothesis is rejected.

DISCUSSION

The study identified a significant relationship ($p = 0.000$) between parental occupation and the academic performance of primary school pupils in Home Economics in Kaduna State. This finding indicates that parents with prestigious, secure, and reliable occupations have more resources to adequately support their children's education, thereby enhancing their academic performance. Parental occupation plays a central role in pupils' academic outcomes, as the socio-economic status of a parent and the nature of their occupation significantly influence a child's learning experience. Parents whose occupations allow them to provide care, instruction, and financial support—such as purchasing school materials, assisting with assignments, and monitoring academic progress—positively impact their children's educational achievements. This finding aligns with Ali et al (2013), who found that income of parents have a positive impact on the academic performance of students. Odok (2013) also highlighted that parents' occupations enable them to provide a nurturing environment, which significantly influences their children's academic performance. Conversely, Gobena (2018) noted that family income does not influence students' academic Achievement.

The study further revealed a significant relationship ($p = 0.000$) between family income and the academic performance of primary school pupils in Home Economics. This suggests that a secure and reliable source of income can improve children's academic performance. Singh and Singh (2014) reported similar findings, noting that parents with higher incomes can afford to send their children to better schools, pay fees on time, purchase instructional materials, and even hire private tutors. However, contrasting findings by Ogwen, Kathuri, and Obara (2014) indicated that students from low-income families demonstrated higher mean scores compared to those from high-income families. Beblo and Lauer (2004) also found that parents' income and occupational status had a weak influence on children's education, suggesting that other factors might play more significant roles in academic performance.

Overall, the study underscores the critical influence of parental socio-demographic characteristics that includes occupation and income on the academic performance of primary school pupils in Home Economics in Kaduna State. Addressing these factors can help improve educational outcomes in Home Economics for pupils in this region.

CONCLUSION

The study highlights the significant influence of parental occupation and income on the academic performance of primary school pupils in Home Economics in Kaduna State. Key factors such as parental occupation and income, were found to correlate strongly with pupils' Home Economics academic outcomes. Parents with stable, prestigious occupations and higher incomes are able to provide better resources and support, improving their children's academic performance. These findings suggest that targeted policies and support programs addressing these socio demographic factors could substantially enhance educational outcomes in Kaduna State.

RECOMMENDATIONS

Based on the results and conclusion of the study, it is therefore recommended that;

1. Government at all levels should implement income support initiatives such as child allowances, scholarships, and educational grants to assist low-income families. This can help level the playing field and ensure that all children have access to the necessary resources for academic success.
2. Parents are encouraged to pursue further education as higher parental education levels in order to secure better occupation which is linked to better academic outcomes for children.

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