INFLUENCE OF PARENTAL BACKGROUND ON STUDENT'S ACADEMIC ACHIEVEMENT IN BUSINESS STUDIES IN UPPER BASIC EDUCATION SCHOOLS IN KANO STATE, NIGERIA

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Abstract
This study examined the influence of parental background on students' academic achievement in Business Studies in upper basic education in Kano State, Nigeria. Two objectives, two research questions and two hypotheses were used. The population of the study was 2,200 and a sample of 324 was used. Data were collected using validated questionnaires, with reliability of 0.88 Cronbach's Alpha, and analyzed through descriptive statistics (mean, standard deviation) for research questions, and regression analysis for hypothesis testing. Findings indicate that parental background variables substantially influence academic achievement in Business Studies followed by home environment, parental level of education. The results demonstrate that students whose parents have stable or prestigious occupations, supportive home environments, and higher educational backgrounds are more likely to achieve better academic outcomes, The study concludes that parental demographic factors play a significant and multifaceted role in shaping students' academic success, home environment exerting the greatest impact. Based on these findings, the study recommends the organization of literacy and parental education programs, sensitization of parents to provide supportive home environments and implementation of government measures to improve parents' education. These interventions are deemed essential for fostering improved academic achievement among students in Business Studies within the kano state.

Keywords: *Parental Background, Academic Achievement, Business Studies and Upper Basic*

Introduction

Education is a social institution that provides individuals with essential knowledge such as basic facts, employable skills, cultural norms, and values. It incorporates a cheerful approach to human behavior through the teaching and learning process. Education is widely accepted as a tool for social, political, scientific, and technological progress. This is why no society can afford to gamble with its people's education because it could result in a glacial rate of development (Aliyu, 2016). Education has remained strong, that is why there has been an increase in the pursuit of quality education in the nation's schools. The ability of any nation to grow may be hampered if adequate investment is not made in improving the education sector. The education sector has been designated one of the most important sectors in the world. In Nigeria, as in many countries, education is divided into basic (primary), secondary, and tertiary levels. Any educational institution's goal and objective cannot be met unless certain mechanisms to ensure learner success are in place, which is why all stakeholders involved in educational activities are constantly questioned about learners' achievement.

However, Students' academic achievement at school plays a decisive role in achieving the desired result from education and training activities. So, family background makes a significant influence on student academic achievement among secondary school student. According to Olufemi, Adediran, and Oyediran (2018), student performance is critical in producing high-quality graduates who will serve as great leaders and manpower for the country, ultimately responsible for the country's economic and social development. According to international encyclopedia of social and behavioral science, 2001 Parental background refers to the socioeconomic status and educational history of an individual's family, which has been found to be a significant determinant of educational achievement. Parental background refers to the socio-cultural and economic context in which a person is raised. It significantly shapes an individual's early experiences, values, opportunities, and overall development,

including educational outcomes, personality, and behavior (Alhassan & Adamu, 2023). It encompasses several interrelated components that interact to influence a child's life trajectory. The family background has many components some of them are; parental Education, size of the family parental occupation, parental environment. Learning environment at home including access to books, internet, quiet study areas, and the parental involvement greatly influences cognitive and social development. A stimulating home environment encourages curiosity, creativity, and school readiness (Eze & Agbo, 2024).

Parental background includes variables such as parental educational background, and parental socio-economic status. All these factors influence pupil. The influence of the parental academic background on a pupil's academic performance for example, cannot be over highlighted. It has been observed that the academic performance of a pupil who was brought up by educated parents cannot be equated with the one whose parents are not educated. Educated parents look into their children's school books; assist them in doing their home works and assignments. They also help to supervise their school performance and help the teacher with the child's assessment. This would help the child to perform better in school. On the other hand, a child whose parents are not educated may find academic activities difficult because the parents' inability to help the child with his assignments and assessment may have negative influence in his academic performance. This type of parent does everything for the child and this is not helping the child as the child is not getting extra attention from his parents at home. It has been observed that the child that comes from such uneducated family always come to school with his assignments undone. The academic disadvantages arising from uneducated parental backgrounds become particularly consequential when examining performance in skill-based, vocational subjects such as Business Studies, where home support may be critical for mastering practical components.

Business Studies is an aspect of vocational education, which equips individuals with the necessary skills, and theoretical knowledge. This knowledge is needed for performance in the business world either for job occupations or for self-employment (Oluwade, 2015). Therefore, Business Studies refers to educational programs offered at the secondary schools (formal education) and higher institutions aimed at providing vocational skills for children and youths. It is a compulsory subject at the Junior Secondary School level of Education. According to the Junior Secondary School Certificate of Education (JSSCE) syllabus, each of the components of business studies is taught as units and they are examined either in objective questions form or essay or both as the case may be.

One of the aims of secondary education is that secondary school leavers should be able to make a useful living for themselves within the society (National Policy on Education, FRN, 2013). Business Studies prepares students for business careers as well as to enable them become more efficient and advance to higher business positions. Business studies has five components which include; Office Practice, Commerce, Book-keeping, Shorthand and Typewriting. Considering the nature of its components, family background factors accruable may have a tremendous influence in enhancing students' learning in those areas.

According to the junior secondary school certificate examination (JSSCE) syllabus, each of the components of business studies is taught as units and they are examined either in objective questions form or essay or both as the case may be. One of the aims of secondary education is that secondary school leavers should be able to make a useful living for themselves within the society (National Policy on Education, FRN, 2013). Business Studies prepares students for business careers as well as to enable them become more efficient and advance to higher business positions. Business studies has five components which include; Office Practice, Commerce, Book-keeping, Shorthand and Typewriting (word processing). Considering the nature of its components, family background factors accruable may have a tremendous influence in enhancing students' learning in those areas and academic achievement. Academic achievement is the amount of knowledge attained by a student in achieving their short- or long- term educational goals. Academic achievement is the knowledge of or competence attained in school tasks as measured by standardized tests and expressed in a grade. Bhat

and Khandai (2015) defined academic achievement as the knowledge that students obtain in school subjects, usually determined by test scores assigned by the teacher. The importance of better academic achievement cannot be overemphasized. Academic achievement is important for the successful development of young people in society. Despite extensive research on parental background and general academic performance, a significant gap exists regarding its influence on students' achievement in Business Studies, particularly across its five components (Office Practice, Commerce, Book-keeping, Shorthand, and Typewriting). Existing studies have focused primarily on core academic subjects (e.g., basic science, mathematics) while neglecting vocational subjects like Business Studies, which require both theoretical understanding and practical skill acquisition that may be differentially affected by home support. Furthermore, no known study has systematically examined how parental educational background and socio-economic status influence Junior Secondary School students' academic achievement in Business Studies within the Nigerian context. Therefore, this study fills the gap by investigating the influence of parental background on Business Studies achievement.

Statement of the Problem

The researcher observed that while some parents actively encourage their wards academically, others do not. This disparity may arguably be a function of their educational background and socio-economic status. For example, some parents motivate their children by promptly paying school fees, providing educational materials, and assisting with assignments, whereas others do not extend such support. Thus, parental background plays a crucial role in shaping the academic achievement of these pupils. It is against this backdrop therefore, that this study examined the extent in which the family background influences the academic achievement of upper basic student in Kano state, Nigeria. The present poor academic achievement of students in Business Studies from 2015 to 2023 academic sessions as reflected in the Junior Secondary School Certificate Examination (JSSCE) report by the Chief Examiners of Kano State Education Resource Centre that, the report revealed a decline in students' academic achievement in junior secondary schools is drastically very low to some percentage level. Based on the aforementioned evidences, it is obvious that something is wrong.

From the researcher's observation and interaction with some teachers and students offering Business Studies in Kano state in the year 2023, it is evident that some believed that parents 'may influence, in terms of their family sizes, level of education and line of occupation are some of the causes of poor academic achievement, while some teachers were of the view that since the subject is mostly practical in nature, it should be exclusively for male students. Moreover, they observed that those who are not performing well in Business Studies are largely females. Others, however, expressed contrary opinion, stating that female students performed better than male students.

As a result of these differences of opinion and complaints of parents during Parent-Teacher Association (PTA) meetings in both Public Secondary Schools in Kano State on low academic achievement of their children in schools, persuaded the researcher to examine whether parental home environment, has influence on students' academic achievement in Business Studies in upper basic education in Kano state, Nigeria. All these constitute the problems that prompted the researcher to carry out this study, with the aim of identifying possible solutions, using empirical evidences.

Objectives of the Study

The main purpose of the study was to determine the influence of parental background on the students' academic achievement in business studies in upper basic education in Kano state Nigeria. Specifically, the study sought to:

1. Determine the influence of parental level of education on student's academic achievement in business studies in upper basic education in Kano state, Nigeria.
2. Determine the influence of parental home environment on Students' academic Achievement in Business Studies in upper basic education in Kano State, Nigeria.

Research Question

The following research questions were raised and answered:

1. What is the influence of parental level of education on students' academic achievement in business studies in upper basic education in Kano, State Nigeria?

2. What is the influence of parental home environment on Students' Academic Achievement in business studies in upper basic education in Kano State, Nigeria?

Hypotheses

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

$H0_1$: Parental level of educational has no significant influence on student academic achievement in business studies in upper basic education in Kano state, Nigeria.

$H0_2$: Parental home environment has no significant influence on student academic achievement in business studies in upper basic education in Kano state, Nigeria.

Methodology

The study adopted a mixture of cross –sectional survey and ex–post facto research design. The population of the study was 2,200 and a sample of 324 was used. Data were collected using validated questionnaires, with reliability of 0.88 Cronbach's Alpha, and analyzed through descriptive statistics (mean, standard deviation) for research questions, and regression analysis for hypothesis testing

Results

The results are presented according to the sequence of the research questions and hypotheses which guided the study.

Research Question 1

What is the influence of parental level of education on students' academic achievement in business studies in upper basic education in Kano, State Nigeria?

Table 1: *Summary of Mean and Standard Deviation of Responses of Students on the Influence of Parental Level of Education on Students' Academic Achievement in Business Studies*

S/N	Items Statement (n = 324)	$\bar{x}_1$	σ_1	Remark
1	My parents supplied me with many of the recommended textbooks because they are well educated.	2.47	1.27	Disagree
2	My parents organize supportive teachers to help me excel in my exams due to their educational background.	2.47	1.16	Disagree
3	Children from families with low literacy may receive minimal support at home to foster an interest in academics.	2.48	1.14	Disagree
4	The time that educated parents invest in teaching Business Studies to their children is regarded as more valuable.	2.41	1.14	Disagree
5	Parental level of education has a strong correlation with students' academic achievement in Business Studies.	2.62	1.06	Agree
6	Parents who are educated always engage their children in meaningful intellectual activities which aid their healthy attitude in learning Business Studies.	2.54	1.17	Agree
7	Parents with higher levels of education mostly seem to develop a stronger confidence in their children's Academic abilities in Business Studies.	2.81	1.17	Agree
8	Parents who have high educational level provide environments that support their children in achieving their education and improved academic achievement in Business Studies.	2.95	1.18	Agree
9	Educated parents arrange for supportive teachers in Business Studies to enhance their children's academic achievement.	1.84	1.04	Disagree
10	I can concentrate on Business Studies because my family income covers my basic needs.	2.54	1.21	Agree
	Cluster Mean	**2.51**	**1.15**	**Agree**

Results in Table 1 show a mixed perception of how parental education influences students' academic achievement in Business Studies. Respondents generally disagreed that educated parents supply recommended textbooks ($\bar{x}$ = 2.47), organize supportive teachers ($\bar{x}$ = 2.47), or invest much time in teaching Business Studies ($\bar{x}$ = 2.41). Similarly, they disagreed that children from low literacy homes receive minimal support ($\bar{x}$ = 2.48) and that educated parents always arrange extra academic support ($\bar{x}$ = 1.84). However, students agreed that parental education correlates with achievement ($\bar{x}$ = 2.62), that educated parents engage their children in intellectual activities ($\bar{x}$ = 2.54), and that they instill confidence in their children's abilities ($\bar{x}$ = 2.81). They also agreed that parents with higher education create supportive environments for learning ($\bar{x}$ = 2.95) and that adequate family income, often tied to education, aids concentration ($\bar{x}$ = 2.54). With a cluster mean of 2.51, the findings suggest that parental education has a positive influence on students' achievement, particularly through motivation, confidence-building, and provision of conducive environments rather than direct material or tutorial support.

Research Question 2

What is the influence of parental home environment on Students' Academic Achievement in business studies in upper basic education in Kano State, Nigeria?

Table 2: *Summary of Mean and Standard Deviation of Responses of Students on the Influence of Parental Home Environment on Students' Academic Achievement in Business Studies*

S/N	Item Statement (n = 324)	$\bar{x}_1$	σ_1	Remark
1	My parents' home environment is well equipped with internet this make me to learn and browse easily.	2.36	1.11	Disagree
2	My parents' environment has a good conducive atmosphere this help me to read well	2.89	0.91	Agree
3	The nature of my parents' environment helps me to learn easily.	2.87	1.10	Agree
4	My parent's environmental area is educated area this help me to learn in a simple way.	2.90	0.97	Agree
5	My parents' home environment is noiseless and this help me to learn without distraction.	2.74	1.14	Agree
6	The home environment of my parent is educationalist area this make me to have extra lesson with friend at home.	2.47	1.18	Disagree
7	My parent home environment enables me to read my note comfortably.	2.84	1.09	Agree
8	The environment of my parent is not educated this will not enable me to read my books after school	2.95	1.09	Agree
9	My parental environment is not conducive this will not enable me read comfortably	2.58	1.18	Agree
10	The environment of my parent is very noisily this will not allow me to read comfortably.	2.85	1.14	Agree
	Cluster Mean	**2.75**	**1.09**	**Agree**

Table 2 results indicate that the parental home environment has a notable influence on students' achievement in Business Studies. Respondents disagreed that access to the internet at home aids learning ($\bar{x}$ = 2.36) and that living in an "educationalist" area ensures extra lessons with peers ($\bar{x}$ = 2.47). However, they agreed that conducive home environments ($\bar{x}$ = 2.89), quiet surroundings ($\bar{x}$ = 2.74), and generally educated neighborhoods ($\bar{x}$ = 2.90) enhance academic performance. They also agreed that a supportive environment helps them to read comfortably ($\bar{x}$ = 2.84) and that living in areas lacking educational stimulation hinders learning ($\bar{x}$ = 2.95). Furthermore, students acknowledged that noisy environments ($\bar{x}$ = 2.85) or unconducive surroundings ($\bar{x}$ = 2.58) negatively affect study habits. With a cluster mean of 2.75, the findings suggest that the quality and conduciveness of the parental home environment, rather than mere physical resources such as internet facilities, significantly affect students' learning outcomes.

$H0_1$: Parental level of education has no significant influence on student academic achievement in business studies in upper basic education in Kano state, Nigeria

Table 3a: *Model Summary of Significant Influence of Parental Level of Education on Students' Academic Achievement in Business Studies*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236[a]	.056	.053	12.224

a. *Predictors: (Constant), Parental Level of Education*

The model summary in Table 6a shows a correlation coefficient (*R*) of .236, indicating a weak but positive relationship between parental level of education and students' academic achievement in Business Studies. The coefficient of determination (R^2) is .056, which means that parental education explains 5.6% of the variance in students' achievement. Although the explanatory power is relatively low, it still suggests that parental education contributes to students' academic success.

Table 3b: *ANOVA from Regression Analysis of Significant Influence of Parental Level of Education on Students' Academic Achievement in Business Studies*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2840.078	1	2840.078	19.006	.000[b]
	Residual	48117.761	322	149.434		
	Total	50957.840	323			

a. Dependent Variable: Students' academic achievement.
b. Predictors: (Constant), Parental Level of Education

The ANOVA results in Table 6b confirm that the influence of parental level of education on students' academic achievement is statistically significant. The regression sum of squares (2840.078) is meaningful when compared with the residual (48117.761), producing an *F* value of 19.006 with a significance level of $p = .000$. Since the significance is less than 0.05, the null hypothesis (H01) is rejected. This implies that parental level of education significantly predicts students' academic performance in Business Studies.

$H0_2$: Parental home environment has no significant influence on student academic achievement in business studies in upper basic education in Kano state, Nigeria.

Table 4a: *Model Summary of Significant Influence of Parental Home Environment on Students' Academic Achievement in Business Studies*

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.300[a]	.090	.087	12.000

a. Predictors: (Constant), Parental Home Environment

In Table 4a, the correlation coefficient (*R*) of .300 indicates a modest positive relationship between parental home environment and students' academic achievement. The R^2 value of .090 shows that 9% of the variation in students' performance can be explained by their home environment. This proportion is higher than that of parental education, suggesting that home environment plays a stronger role in influencing achievement.

Table 4b: *ANOVA from Regression Analysis of Significant Influence of Parental Home Environment on Students' Academic Achievement in Business Studies*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4586.425	1	4586.425	31.848	.000[b]
	Residual	46371.414	322	144.011		
	Total	50957.840	323			

a. Dependent Variable: Students' academic performance
b. Predictors: (Constant), Parental Home Environment

Table 4b shows that the influence of parental home environment on academic achievement is statistically significant. The regression sum of squares (4586.425) compared to the residual (46371.414) produced an *F* value of 31.848 at $p = .000$. Since the significance value is less than 0.05, the null hypothesis (H02) is rejected. This finding indicates that the quality of students' home environment has a meaningful and significant effect on their academic performance in Business Studies.

Discussion

The finding of the study reveals that parental level of education had an influence on students' academic achievement in Business Studies, with a grand mean of 2.83 and a standard deviation of 0.83. The regression analysis further substantiated this outcome, showing that parental education predicted students' achievement with an explanatory power of 5.6 percent ($R^2 = .056$, $F = 19.006$, $p = .000$). Although the percentage of variance explained may appear modest, it is statistically significant, underscoring the fact that parental education is a meaningful predictor of students' success in the subject. This suggests that parents who are better educated are more likely to provide the intellectual stimulation, academic guidance, and motivation required for students to excel. Such parents may also have higher expectations of their children, encourage goal-setting, and offer practical support with schoolwork, all of which cumulatively impact performance outcomes in Business Studies.

This outcome aligns with the findings of Nwanwukwu and Asiyai (2024), who reported that parents' level of education and socio-economic status significantly predicted students' academic performance across various school subjects. Similarly, Olayinka and Johnson Oludele (2023) found a significant positive correlation between parents' educational levels and students' achievement, indicating that children from academically exposed families tend to record higher outcomes in their studies. In the same vein, Modibbo and Nwabufo (2020) concluded that parental education level significantly influenced business studies performance, although their study found no significant gender difference in this relationship. These findings collectively emphasize that parental education contributes not only to direct academic assistance but also to the formation of positive attitudes toward schooling.

Further corroboration comes from Ani and Osuji (2022), Abubakar, Mamat, and Ibrahim (2017), as well as Asad Khan (2015), who all maintained that higher parental education reduces school dropout rates, enhances academic success, and fosters a supportive learning culture at home. Parents with higher educational attainment are also more likely to value education, interact constructively with teachers, and monitor their children's academic progress effectively. Therefore, the present study's finding is in strong agreement with prior literature, highlighting that educated parents are better positioned to build children's confidence, provide intellectual engagement, and create enabling conditions for improved performance in Business Studies.

In a related vein, the finding of the study reveals that parental home environment exerted a stronger influence on students' academic achievement, with a grand mean of 2.97 and a standard deviation of 0.82. This relationship was reinforced statistically, as parental home environment accounted for 9 percent of the variation in achievement ($R^2 = .090$, $F = 31.848$, $p = .000$). Compared to parental education, the home environment explained a higher proportion of variance, which underscores the vital role of family settings, routines, and resources in shaping students' academic outcomes. A positive and structured home environment provides emotional security, minimizes distractions, and promotes effective study habits, all of which directly contribute to higher achievement in Business Studies.

This finding is consistent with Rini (2024), who reported a positive relationship between favorable home environments and students' achievement in English, emphasizing that unconducive environments such as noisy households or neglectful parenting limit performance. It also aligns with Kaizirege (2023), who discovered that poor home conditions, such as excessive household chores, hinder

Academic success, particularly among female students who often bear disproportionate domestic responsibilities, is frequently compromised, as these obligations reduce time for study, increase fatigue, and hinder consistent academic engagement. Similarly, Igiri and Effiong (2015)

concluded that family background, including environmental conditions, strongly impacts students' outcomes in basic science, stressing the importance of stable family structures. In addition, Anierobi (2020) identified that parental involvement, which is often facilitated by a conducive home environment, moderately boosts student engagement and indirectly enhances achievement.

The present finding further strengthens the conclusions of Olukayode (2019), who observed that family background conditions, rather than family size alone, better explained performance outcomes. In other words, what matters is not merely the number of siblings a child has but whether the home environment is equipped with educational resources, a supportive climate, and opportunities for intellectual growth. Taken together, the evidence suggests that the home environment plays a critical role in shaping students' motivation, attention span, and learning habits. The current study therefore confirms that students living in supportive, quiet, and educationally oriented home environments perform better in Business Studies compared to those raised in less supportive or chaotic household conditions.

Conclusion

Parental background significantly influences students' academic achievement in Business Studies, with both parental education level and home environment serving as important predictors of success. The home environment demonstrated a stronger influence than parental education alone, highlighting the critical role of supportive, conducive family settings in fostering academic excellence.

Recommendation

1. Government and educational stakeholders should implement adult education and literacy programs for parents, enabling them to better support their children's academic pursuits regardless of their current educational attainment.
2. Schools should establish guidance and counseling units that educate parents on creating conducive home learning environments, including strategies for minimizing distractions and maximizing academic support within available resources.

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