

Influence of Parents' Educational and Occupational Background on Educational Support of Secondary School Students in Jigawa and Kano States, Nigeria

Nchedo Eucharia Aye, Magaji Haladu Idris Theresa Olunwa Oforika, Immaculata
Nwakaego Akaneme, Magaji Idris and Ann Nkechi Okolo
Department of Educational Foundations, University of Nigeria Nsukka,
PMB 410001, Enugu State, Nigeria

Abstract: The purpose of the study was to investigate the influence of parents' occupational and educational background on the educational support of secondary school students in Jigawa and Kano States. Five research questions and four null hypotheses guided the study. The design of the study was ex-post facto design. The population of the study was 582,359 secondary school students in Jigawa and Kano states. A sample of 400 students was drawn through multi-stage sampling procedure. The instrument of data collection was questionnaire. It was validated by three experts and the reliability correlation index was computed using Cronbach Alpha statistics. And the reliability coefficient was 0.98. The data collected were analyzed using frequencies and percentages for answering research questions while the hypotheses were tested at 0.05 level of significance using Chi-Square. The major findings of the study indicated that majority of parents gave low and moderate levels of educational support to the secondary school students in Jigawa and Kano states. Besides, parents' occupations have influence on their levels of educational support to the students. The parental levels of education have influence on their levels of educational supports to the students. Lastly there was no significant difference between the frequencies of ratings of the educational support to the students based on gender and location. Based on the findings, some recommendations were made.

Key words: Parental occupation, educational background, educational support, secondary school students, Jigawa state

INTRODUCTION

Family is the first social group where the child's earliest education in the society usually begins. The child interacts with the family members, first with the mother, later the father and the siblings (brothers and sisters). With this continuous process of interaction, the child is socialized into the prevalent social practices of the family such as teaching the child good moral values, provision of safety, provision of basic needs as well as education (Williams, 2009). The family exerts a profound influence on the response of the child to school work through the parents. Family, according to Anuii (2004) is a small kinship group whose key function is the socialization of the newborn. Family is the first socialization agent. In this context, family is a social group whose function is to support their children. The warmth which can only be provided by the parents gives the child a sense of belonging and affections which enhance his mental, moral and educational growth. If children are denied these much needed parental support, affection and warmth during the

vital period of their lives, they become negatively affected in all aspects of life (Bane, 1976). This means that the major stakeholders in the education of children are the parents.

Parents are unit of interacting persons whose central purpose is to create and maintain a common culture which promotes the physical, mental, emotional and social development of each of its members. Parker (2012) also defined parents as a unit of interacting persons related by marriage, birth or adoption. Parents are created when two or more people construct an intimate place that they define as a family, where they generally share a living space, commitment and a variety of roles and functions (Dornbusch *et al.*, 1985). According to Osunua (2003) parents are group of people who guarantee the procreating, care and education of the young, the stability of the family and the permanence of society upon which the survival of race depends. Parents have the responsibility to provide attention, support, love, affection and education to meet the physical, mental and social needs of their children (Hoffman, 1991). Parent

plays a crucial role in the provision of formal and informal education. Parents' background represent a number of variables like parental education, occupation, income, gender, status, size of the family having implication on the educational support of school children (Onah, 2011).

Education can be defined as a process of developing knowledge and ability in learners in such a way that they use this knowledge to improve themselves and their society (Crosnoe *et al.*, 2004). For educational support, Frazer (1973) defines support as to furnishing someone with the means of sustenance or livelihood. According to Uche (2004) to support is to maintain or provide for. For Think (2009), support means rendering services and assisting someone to achieve his targets. In this context, support means helping and guiding people by providing their needs whether at home or in the school. Educational support therefore is providing school children with basic needs in school such as writing materials, textbooks, pocket money, paying school fees, transportation to school (Jeynes, 2004).

The educational support that parents give to their children is most likely to have a highly significant and dominant effect upon their behaviour in later life (Cotton, 2005). How they respond to school activities and their performance may be highly dependent on the attitudes and behaviour they acquire from their parents at home. However, after starting school the child normally continues to live with the parents and could be deeply influenced by their educational and occupational background. Since, parents differ in terms of their background, educational qualification and occupation, the level of support they give to their wards may likely differ. Atkinson *et al.* (1986) asserts that it is mainly through attitude and abilities of parents that children become useful and productive members of the society with regards to academic activities. Parents' attitude towards their children's academic activities is very crucial to the future of their children in particular and the society in general. The type of educational support parents give to their children could be a reflection of the parents' educational and occupational background (Douglas, 2006). Douglas further stresses that parents with good educational background may encourage their children to develop interest in school work hence support them with good learning environment at home.

The levels of educational support parents give to their children may be high, moderate or low. Illiteracy of parents and poor occupational background may have a negative effect on the educational support of their children. Children whose parents are illiterate may be seen to lack home encouragement. Children from such parents may receive very low or no educational support from their

parents and this may discourage them from learning (David, 1979). David (1979) further posits that parents' illiteracy, poverty and ignorance may demotivate them from their academic pursuit. Such parents may fail to support, reinforce, give reward or punish their children on their academic performance. This might have forced them to be unserious in learning. This indeed has a serious implication for the learning and performance of such students in schools. They cannot cope properly with the school systems that will make them to achieve their ambitions. On the other hand, literate parents with better occupational background may have interest in their children's academic performance. They struggle to provide them with needed materials and give them high or moderate levels of educational support since they themselves know the importance of education. They provide adequate support and reward when the children perform better in class assignments, tests and examination. Taking care of children and making provision for their needs, especially educational needs are very important in determining the academic performance of children.

It is a common belief that educated parents are in a better position to appreciate the need for effective learning and understand the most effective way of enhancing achievement by providing academic help whenever a child needs it. Their perception, value orientation and attitudes towards education are different from their counterparts who are illiterate (not educated). The educated parents normally provide their children with material resources adequate enough to ensure the education of all or most of their children. It includes the ability to pay fees for education i.e. school uniforms, books, learning facilities. In this context, parents' level of education is categorized as illiterate (i.e. never experienced formal education), primary school leaving certificate, GCE or Grade 11, Ordinary National Diploma (OND), Nigeria Certificate in Education, Bachelor of Arts/Science Education etc, as well as Higher Degree Certificate and Postgraduate.

The parental support provides opportunity for the child to make use of comfortable learning environment at home such as library with relevant materials like textbooks and conducive environment that facilitate learning for the child's education in the school, provision of financial support for extra-curricular activities that are geared towards the academic achievement of their children (Pena, 2000). While children from parents with low educational qualification may suffer from material deprivation. Their parents may consider going to school a waste of time, money and energy (Musgrave, 2007). Musgrave further reiterates that child from an educated home would like to

follow the steps of the parents. Parents who have a good level of education are likely to have a favoured attitude to their child's education. However, this may be reflected on the level of occupation of the parents.

Occupation generally refers to a job or profession. It denotes what an individual engages in as a means, or source of livelihood. The occupation provides income or earnings which a person uses in satisfying his or her basic needs. Occupation refers to a set of activities that center on an economic role and is usually associated with earning a living such as a trade and a profession (Caro *et al.*, 2009). In every society and culture, there are different categories of occupation. These categories involve specializations of socio-economic functions of individuals in a given society, requiring the classification of work type, professions and vocations (Danesty and Okediran, 2002).

Occupation of parents determines the extent to which children's basic needs are provided (Walters and Stinnett, 1971). This is because children from family with prestigious occupation normally get high income, tend to get sufficient facilities in terms of text books, uniform and other learning materials which children from low income families cannot afford. Where such resources and facilities are lacking, it is inevitable that the learning abilities of a child is seriously affected. And this is inimical to their educational progress. This view is supported by Kenneth (2009) and Taiwo (2007) that the availability of funds from parents and other family members will affect such things as the quality of school attended, the number of books which a child possess and the employment of private tutor.

The different occupations are categorized under seven classes according to their social prestige as opined by Hall and Jones. They are Class one, the professional and high administrator. Class two, managerial and executive. Class three, inspectoral, supervisory and other non manual high grade. Class four, inspectional, supervisory and other non-manual lower grade. Class five, skilled, manual and routine grade of non-manual. Class six, semi-skilled manual and class seven is the unskilled manual. In this context, all occupations are categorized into five broad groups: professional, managerial, business men, skilled and unskilled workers. The class of occupation parents have may determine the level of educational support given to their children. In Jigawa state majority of the people of this area belong to skilled and unskilled categories of occupation whereby their earnings are very low. This may make it difficult to cater for their children and support them appropriately in their educational needs. In Kano state, however though majority of the people of this area are rich and they belong

to a managerial and business class yet, they do not have much interest in the education of their children much less of supporting them with necessary facilities that can aid learning. Such negative attitudes of parents could not motivate the children and may likely affect their learning abilities.

Another factor which may influence educational support to the school children by their parents is gender. Keller and Keller (2004) define gender as the distinction in roles, behaviour, mental and emotional characteristics between male and female developed by the society. Dahiru describes gender as the biological sexual characteristics by which the society identifies males and females. However the society defines sex roles, attitude and values as it is being appropriate for one's sex or the other. There are several assumptions for gender bias in the society. For instance male children are preferred in many cultures to females because males remain in the family and continue the family name. However, girls are not because they are married out to another family (Erskine, 1962). Uche (2004) opines that this may influence educational support as some parents may have the belief that a male child would be trained in such a way to help their parents and take care of their family in later years.

Parents by virtue of their occupations and educational background live in entirely different geographical locations. This may influence educational support to students because majority of parents who live in rural areas are poor and cannot adequately afford good meals let alone meeting the educational needs of their children. They are therefore unable to provide their children with school requirement (Ityavyar, 2004). This indeed has a serious implication for the learning and performance of those less privileged students in school, as such; students from such parents are forced to miss classes, unable to do their assignments and most seriously are driven out of school due to non-payment of school fees (Adewuyi, 2009). Furthermore, the levels of enlightenment of parents on education in the rural areas are negligible and cannot be compared with parents in the urban areas. In urban areas there is availability of social amenities, reading materials, good schools and access to good roads (Ridge, 2010). Lack of adequate materials in one area or the other may likely affect the educational support given to students in those areas.

Parents living in ignorance and poverty are at great risk of hunger, homelessness, family stress and educational failure (Saifi and Mehmood, 2011). These environmental factors contribute much more to the situation of the children that live in poverty for being likely to have learning disability than non poverty stricken

students (Tahir and Naqvi, 2006). If a student has not eaten for days and has clothes that do not fit, how is he/she expected to be focused in a classroom? Children coming from poverty inflicted homes are not provided with the same tools as the children from wealthy homes. They are enrolled in schools more belatedly than the children of wealthy parents. Grining (2007) affirms that the problem starts with the parents and their lack of education and understanding of the needs of children.

As a result of ignorance and lack of sufficient resources of some parents, their children have been forced into uninspired careers due to unavailability of financial resources. Such individuals are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. The persistence of this in life of an individual student may spell doom for his academic success. In Kano and Jigawa states which are the study areas, students in these areas, due to lack of proper educational support engage in stealing, fighting, abscondment from school, robbery, cultism, cheating, examination malpractice while some engage in some menial jobs like selling of sachet water, sugar cane, "suya" or pushing barrows in order to take care of themselves. Against the backdrop of the foregoing, the researcher is interested in investigating the influence of parents' educational and occupational background on educational support of secondary school students in Kano and Jigawa states.

Research questions: The following research questions guided the study:

- What are the levels of educational support given by parents to the students of secondary schools in Jigawa and Kano States
- What is the influence of parents' occupation on the educational support given to the students
- What is the influence of parental level of education on the educational support to the students
- What is the influence of students' gender on the level of the educational support by their parents
- What is the influence of parents' location on the level of educational support to the students

Hypotheses: The following null hypotheses guided the study and were tested at 0.05 level of significance.

- HO_1 : There is no significant difference in the frequencies of the ratings of the educational support to the students based on parents' occupation
- HO_2 : There is no significant difference in the frequencies of the ratings of the educational support to the students based on parental levels of education

- HO_3 : There is no significant difference in the frequencies of the ratings of the educational support to the students based on students' gender
- HO_4 : There is no significant difference in the frequencies of the ratings of the educational support to the students based on parents' location

MATERIALS AND METHODS

Design of the study: This study adopted Ex-post - facto research design.

Area of the study: The areas of study are Kano and Jigawa states.

Population of the study: The population of the study comprised all the senior secondary school students attending public schools in Kano and Jigawa States, totalling 582,359. The population of the secondary school students in Jigawa State presently at the time of this study is 75,298 total enrolment figure and 134 senior secondary schools. A breakdown of the population by gender shows that 22,410 are females while 52, 888 are males. Kano State on the other hand, has a total number of 507,061 students and 877 senior secondary schools. The breakdown of population by gender shows that 198, 504 are females while 308, 558 are males. Therefore, the total population for the study consisted of 582,359 students of Kano and Jigawa States.

Sample and sampling technique: The sample of this study comprised of 400 secondary school students in Jigawa and Kano States. The sample was selected through multi-stage and proportionate random sampling technique. In stage one, the selection was done from the zonal education offices where 4 zonal education offices out of the 9 zonal education offices were selected from Jigawa state. Again, 6 zonal education offices were selected from the 14 zonal education offices in Kano state which give a total of 10 zonal education offices selected. In this stage, was the selection of sample from the schools. Out of the 10 selected zonal education offices in Jigawa and Kano states, 4 and 12 secondary schools were randomly selected to form the sample of 16 secondary schools in Jigawa and Kano states, that is Kano 378 schools and Jigawa 71 schools which give a total of 449 schools selected. In this stage, 25 students from the 16 schools were randomly selected to form the sample of 400 students for this study. This comprised 300 male and 100 female students.

Instrument of data collection: The instrument used in data collection was self-developed questionnaire titled: Influence of Parents' Educational and Occupational

Background on Educational Support of Secondary School Students Questionnaire (IOPEOB). The questionnaire has two sections. The instrument is a four-point rating-scale with the responses quantified in form of strongly agrees (4 points), agree (3 points), disagree (2 points) and strongly disagree (1 point). The respondents were requested to indicate the level of agreement for each item by ticking. The initial draft of the instrument was validated by three experts one from the field of Sociology of Education, one from the department of Measurement and Evaluation and one from the Library Science Department. The experts were requested to study the items and assess the relevance and clarity of the items based on the purpose of the study, research questions and research hypotheses given to them. On the basis of the expert comments and contributions, necessary corrections were effected for the final draft of the questionnaire.

Reliability of the instrument: A trail testing of the instrument was done to establish its reliability. The instrument was administered to 50 students from the senior secondary school Babban Mutum (Katsina State) which is not part of the study area. The reliability correlation index has been computed using Cronbach's Alpha statistics. The reliability coefficient was 0.98.

Method of data collection: The questionnaire was administered to the respondents through face to face delivery method. The exercise was done with the help of five research assistants.

Method of data analysis: The data collected was analyzed using frequencies and percentages to answer the research questions. Chi-square was used to test the null hypotheses. However for research question 1, the rating was scored such that the maximum score is 60 points. Therefore, the grouping was such that: 50-60 correspond to high level, 30-49 correspond to Moderate level and 0-29 corresponds to low level.

RESULTS

This chapter presents the results of the data analysis for the study. These results are presented in accordance with the research questions and hypotheses that guided the study.

Research question 1: What are the levels of the educational support by parents to the students of secondary school in Jigawa and Kano States?

Table 1 shows frequencies and percentages of parental levels of educational support of secondary school students in Jigawa and Kano States. From the Table, the proportion of parents that belong to low level

Table 1: Frequency and percentage of parental levels of educational support

Levels	Frequency	Percent
Low	40	10.2
Moderate	322	82.4
High	29	7.4
Total	391	100.0

Table 2: Fathers' occupations across their Level of educational support to the students

Father Occupations	Level of Educational Support					
	Low		Moderate		High	
	Freq	Percent	Freq	Percent	Freq	Percent
Doctor	7	2	30	8	2	1
Pharmacist	0	0	4	1	1	0
Engineer	0	0	34	9	4	1
Judge	1	0	5	1	2	1
Lecturer	0	0	10	3	1	0
Teacher	11	3	74	19	4	1
Head teacher	1	0	8	2	0	0
Clerk	0	0	4	1	1	0
Principal	1	0	7	2	0	0
Lawyer	0	0	5	1	0	0
Architect	2	1	18	5	2	1
Bank Manager	0	0	4	1	0	0
Manager in govt. owned company	0	0	2	1	0	0
Private company	0	0	3	1	0	0
Office manager	0	0	9	2	0	0
Importer and exporter	0	0	9	2	0	0
Whole sellers	3	1	20	5	1	0
private contractor	0	0	3	1	0	0
Politician	1	0	8	2	3	1
Retailer	6	2	22	6	0	0
Iron bender	0	0	4	1	0	0
Technicians	0	0	15	4	2	1
Electrician	0	0	3	1	0	0
Mason	0	0	1	0	0	0
Tailor	4	1	10	3	5	1
Carpenter	0	0	1	0	0	0
Guard man	2	1	4	1	0	0
Farmer	1	0	3	1	0	0
Cleaner conductor	0	0	1	0	0	0
Total	40	10	321	83	28	7

of education support is 10.2%; the proportion of parents that belong to moderate level of education support is 82.4 % and the proportion of parents that belong to high level of education support is 7.4%. This implies that majority of the parents belong to low and moderate levels of educational support of secondary school students in Jigawa and Kano States.

Research question 2: What is the influence of parents' occupation on the level of educational support to the students?

Table 2 shows the fathers' occupations across their level of educational support to the students in Jigawa and Kano States. The result reveals that majority of fathers that are doctors, engineers, lecturer, teachers, architects, office manager, importer and exporter whole sellers, retailer, technicians and tailor belong to moderate level of educational support to the students

Table 3: Mothers' occupations across their level of educational support to the students

Mother occupation	Level of educational support					
	Low		Moderate		High	
	Freq	%	Freq	%	Freq	%
Doctor	0	0	26	7	4	1
Pharmacist	0	0	3	1	1	0
Lecturer	0	0	1	0	0	0
Teacher	9	2	54	14	0	0
Head teacher	0	0	6	2	0	0
Clerk	0	0	3	1	0	0
Principal	2	1	0	0	0	0
Lawyer	0	0	1	0	0	0
Architect	0	0	1	0	0	0
Bank manager	0	0	5	1	0	0
Office manger	0	0	1	0	0	0
Importer and Exporter	0	0	3	1	1	0
Whole seller	4	1	14	4	1	0
Retailer	5	1	29	7	1	0
Tailor	7	2	75	19	9	2
Hair plating	7	2	72	19	7	2
Body makeup	0	0	14	4	1	0
Farmer	6	2	12	3	3	1
Conductor	0	0	1	0	0	0
Total	40	10	321	83	28	7

Table 4: Fathers' level of education across their level of educational support to the students

Father educational level	Level of Educational Support					
	Low		Moderate		High	
	Freq	%	Freq	%	Freq	%
University degree and above	14	4	95	24	8	2
Diploma	13	3	113	29	12	3
N C E	13	3	85	22	3	1
Secondary school certificate	0	0	24	6	5	1
primary school/Adult literacy	0	0	5	1	1	0
Total	40	10	322	82	29	7

with percentage of 83% and 7%. This result indicates that fathers' occupations have influence on their levels of educational support to the students.

Table 3 shows the mothers' occupations across their level of educational support to the students in Jigawa and Kano States. The result reveals that majority of mothers that are Doctors, Teachers, Head Teachers, Whole Sellers, Retailer, Tailor, Hair dressers, Body artistes and Farmers belong to moderate level of educational support to the students. This result shows that mothers' occupations have influence on their levels of educational support to the students.

Research question 3: What is the influence of parents' level of education on the level of educational support to the students?

Table 4 shows fathers' level of education across their levels of educational support to the students Jigawa and Kano States. The results reveals that majority of the fathers with University degree and above belong to moderate level 24% majority of the fathers with

Table 5: Mothers' level of education across their level of educational support to the students

Mother education level	Level of educational support						Total
	Low		Moderate		High		
	Freq	%	Freq	%	Freq	%	
University degree and above	2	1	16	4	2	1	20
Diploma	11	3	92	24	6	2	109
N C E	23	6	159	41	15	4	197
Secondary school certificate	4	1	33	8	2	1	39
Primary school/adult/literacy	0	0	22	6	4	1	26
Total	40	10	322	82	29	7	391

Table 6: Students' gender across the level of their educational support

Students' gender	Level of educational support					
	Low		Moderate		High	
	Freq	%	Freq	%	Freq	%
Male	15	4	126	32	15	4
Female	25	6	196	50	14	4
Total	40	10	322	82	29	7

Diploma belong to moderate level 29%; majority of the fathers with NCE belong to moderate level 22% and majority of the fathers with secondary school certificate belong to moderate level 6%. The result implies that fathers' levels of education have influence on their levels of educational support to the students.

Table 5 shows mothers' level of education across their levels of educational support to the students Jigawa and Kano States. The results reveals that majority of the mothers with University degree and above, belong to moderate level 4% majority of the mothers with Diploma belong to moderate level 24% majority of the mothers with NCE belong to moderate level 41% and majority of the mothers with secondary school certificate belong to moderate level 8 percents. The result implies that fathers' levels of education have influence on their levels of educational support to the students.

Research question 4: What is the influence of students' gender on the level of their educational support?

Table 6 shows the students' gender across the level of their educational support in Jigawa and Kano States. The results on the table revealed that majority of male students belong to moderate level of education support with 32 and 15% of the male students belonging to high level of education support. On the other hand, majority of female students belong to moderate level of education support with 50 and 14% of the male students belong to high level of education support. However, the percentages of female that belong to both moderate and high levels of educational support, i.e., 50, 14 are higher than that of their male counterpart, i.e. 32, 15. In other words, it can be seen that there is influence of students' gender on the level of their educational support.

Table 7: Parents' location across the level of educational support

Parents' location	Level of educational support					
	Low		Moderate		High	
	Freq	%	Freq	%	Freq	%
Urban	14	4	132	34	9	2
Rural	26	7	190	49	20	5
Total	40	10	322	82	29	7

Table 8: chi-square for testing significant difference between the frequencies of ratings of the educational support to the students based on fathers' occupations

Father occupation	Value	df	Asymp. Sig. (2-sided)
Chi-square	60.75	56	0.309
Likelihood ratio	69.38	56	0.108
Linear-by-linear association	0.16	1	0.690
N of valid cases	389		

Table 9: Chi-square for testing significant difference between the frequencies of ratings of the educational support to the students based on mothers' levels of occupations

Mother occupation	Value	Df	Asymp. Sig. (2-sided)
Chi-square	53.78	36	0.029
Likelihood ratio	54.20	36	0.026
Linear-by-linear association	0.39	1	0.534
N of valid cases	389		

Research question 5: What is the influence of parents' location on the level of educational support to the students?

Table 7 shows parents' location across the level of educational support in Jigawa and Kano States. The result on the table revealed that majority of parents in urban location belong to moderate level of education support with 34 and 2% of the parents located in urban belonging to high level of education support. On the other hand, majority of parents located in rural areas belong to moderate level of education support with 49 and 5% of the parents located in rural belong to high level of education support. However, the percentages of parents located in the rural area that belong to both moderate and high levels of educational support are higher than that of their urban located parents' counterpart, i.e., 34 and 49%, respectively. As a result, it can be seen that there is influence of parents' location on the level of their educational support.

Hypotheses: The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

HO₁: There is no significant difference between the frequencies of ratings of the educational support to the students based on parents' occupations.

Table 8 shows Chi-Square for testing significant difference between the frequencies of ratings of the educational support to the students based on fathers' occupations. The value of Chi-Square is 60.75. This value of Chi-Square is significant at 0.30. However, this same

Table 10: Chi-square for testing significant difference between the frequencies of ratings of the educational support to the students based on fathers' levels of education

Father educational level	Value	df	Asymp. Sig. (2-sided)
Chi-square	12.28	8	0.139
Likelihood ratio	15.36	8	0.053
Linear-by-linear association	1.71	1	0.191
No. of valid cases	391		

Table 11: Chi-square for testing significant difference between the frequencies of ratings of the educational support to the students based on mothers' levels of education

Mother educational level	Value	Df	Asymp. Sig. (2-sided)
Chi-square	6.47	8	0.595
Likelihood ratio	8.65	8	0.373
Linear-by-linear association	1.54	1	0.214
N of valid cases	391		

value of Chi-square is not significant at 0.05. This is because 0.05 is <0.309, that is (p = 0.30; 0.05 < 0.30). Therefore, the null hypothesis is not rejected; hence, there is no significant difference between the frequencies of ratings of the educational support to the students based on fathers' occupations.

Table 9 shows Chi-Square for testing significant difference between the frequencies of ratings of the educational support to the students based on mothers' occupations. The value of Chi-Square is 53.78. This value of Chi-Square is significant at 0.029. Similarly, this same value of Chi-Square is also significant at 0.05. This is because 0.05 is >0.029 that is (p = 0.029; 0.05 > 0.02). Therefore, the null hypothesis is not accepted; hence, there is significant difference between the frequencies of ratings of the educational support to the students based on mothers' occupations.

HO₂: There is no significant difference between the frequencies of ratings of the educational support to the students based on parental levels of education.

Table 10 shows Chi-Square for testing significant difference between the frequencies of ratings of the educational support to the students based on fathers' levels of education. The value of chi-square is 12.28. This value of chi-square is significant at 0.139. However, this same value of chi-square is not significant at 0.05. This is because 0.05 is <0.139, that is (p = 0.13; 0.05 < 0.13). Table 11 shows chi-square for testing significant difference between the frequencies of ratings of the educational support to the students based on mothers' levels of education. The value of chi-square is 6.47. This value of chi-square is significant at 0.59. However, this same value of Chi-Square is not significant at 0.05. This is because 0.05 is <0.59 that is (p = 0.595; 0.05 < 0.59). From Table 9 and 10, the null hypothesis is not

Table 12: Chi-square for testing significant difference between the frequencies of ratings of the educational support to the students based on students' gender

Students sex	Value	Df	Asymp. Sig. (2-sided)
Chi-square	1.87	2	0.393
Likelihood ratio	1.83	2	0.401
Linear-by-linear association	1.17	1	0.280
N of valid cases	391		

Table 13: Chi-square for testing significant difference between the frequencies of ratings of the educational support to the students based on parents' location

Parents' location	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	1.50	2	0.471
Likelihood ratio	1.54	2	0.464
Linear-by-linear association	0.03	1	0.875
N of valid cases	391		

rejected; hence, there is no significant difference between the frequencies of ratings of the educational support to the students based on parental levels of education.

HO₃: There is no significant difference between the frequencies of ratings of the educational support to the students based on students' gender.

Table 12 shows Chi-Square for testing significant difference between the frequencies of ratings of the educational support to the students based on students' gender. The value of Chi-Square is 1.87. This value of Chi-Square is significant at 0.39. Similarly, this same value of chi-square is also significant at 0.05. This is because 0.05 is <0.39 that is ($p = 0.39; 0.05 < 0.39$). Therefore, the null hypothesis is not rejected; hence, there is no significant difference between the frequencies of ratings of the educational support to the students based on students' gender.

HO₄: There is no significant difference between the ratings of the educational support to the students based on parents' location.

Table 13 shows Chi-Square for testing significant difference between the frequencies of ratings of the educational support to the students based on parents' location. The value of Chi-Square is 1.50. This value of Chi-Square is significant at 0.47. Similarly, this same value of Chi-Square is also significant at 0.05. This is because 0.05 is <0.47 that is ($p = 0.471; 0.05 < 0.47$). Therefore, the null hypothesis is not rejected; hence, there is no significant difference between the frequencies of ratings of the educational support to the students based on parents' location.

DISCUSSION

The levels of educational support by parents to the students of secondary schools in jigawa and kano states:

The outcome of the study showed that the majority of the parents in Jigawa and Kano states gave low and moderate

level of educational support to secondary school students. This is in conformity with the findings of Grining (2007) and Walters and Stinnett (1971) who discovered that parents and their lack of education and understanding of the needs of children may spell doom for his academic success. This result answers the research question one.

The influence of parents' occupation on the level of educational support to the students:

The result of this study showed that parents' occupation (father and mother) in Jigawa and Kano states influence the educational support of secondary school students. The results indicated that the majority of fathers that are doctors, teachers, architects, office manager, etc. have moderate levels. Pertaining to the mother's occupation, the result revealed that majority of mothers that are doctors, teachers, tailor, hair dressers, makeup artistes etc belong to moderate level of educational support to the students. This indicates that father's and mother's occupations have influence on the educational support to the students. The result of the study is consistent with those of Udida *et al.* (2012) who discovered that parents' occupation influences student's academic performance.

Hypothesis one also attempted to determine whether there is significant difference between the frequencies of ratings of the educational support to the students based on parents' occupations. The results of the chi-square indicated a significant difference between the parents' occupation (father and mother) and the educational support to the students. This finding agrees with the findings of Osunwa (2003) who found out that there is significant relationship between the parents' occupation and the students' educational support with regard to the mothers' occupation. The finding is also supported by that of Simon (2000) and Piper and Ramsay (1980) who revealed that parents' occupations appear to influence the level and direction of children's academic performance.

The influence of parental level of education on the educational support to the students:

The result of this study showed that students whose parents have moderate educational attainment give educational support more than the illiterate parents. The result also revealed that majority of the fathers with university degree; diploma, N.C.E and secondary school certificate belong to moderate levels. And for mother's education, the result revealed that majority of the mothers with university degree and above, N.C.E and secondary school certificate belong to the moderate level of the educational support. In all the results, it indeed showed that parental levels of education have influence on their levels of educational

support to the students. This finding in this present study agrees with the findings of Garba (2009) who found out that parental level of education has a significant role to play in the educational support of students.

Hypothesis two asked whether there is any significant difference between the frequencies of ratings of the educational support to the students based on parents' level of education. The result of this study showed that there is no significant difference between the frequencies of ratings of educational support to the student based on parental levels of education. The findings of this study agree with the findings of Anyika (2007) who found out that there was no significant difference between achievement of boys and girls in the post test when parents' level of education is taken into consideration. Also the result indicated that the students whose parents are educated provide more effective support to their children and performed much better than their counterparts. This finding is also consistent with the findings of Akinsanya *et al.* (2011) that discovered that parents' education has the highest significant influence on the academic achievement of students. The finding of this study is also in line with the finding of Garba (2009) and Bala (2010) who showed that there is no significant difference between the parental levels of education and the educational support to the students.

The influence of students' gender on the level of educational support to the students by their parents:

The findings of this study revealed that students' gender has influence on the educational support of secondary school students in Jigawa and Kano states. The result revealed that majority of male and female students belong to moderate level of educational support. Therefore, it can be said that there is influence of students' gender on the level of educational support. The finding in this present study agrees with the finding of Ademola (2004) who found out that there is a positive relationship between gender and the educational support to the students.

Hypothesis three also determined the significant difference between the frequencies of ratings of the educational support to the students based on students' gender. The result from the statistical analysis revealed that there is no significant difference between the frequencies of ratings of the educational support to the students based on the students' gender. The finding of this study agrees with the finding of Ademola (2004) and Musa (2013) who found out that there was no significant difference between the students' gender and the educational support to students.

The influence of parents' location on the level of educational support to the students: The outcome of the study indicates that there is influence of parents' location

on the level of educational support of secondary school students in Jigawa and Kano states. The results showed that both the parents that are located in rural and urban locations belong to both moderate and high levels of educational support. So, the result revealed that there is influence of parents' location on the level of educational support to the students. The finding in this present study agrees with the finding of Muola (2010) who discovered that students' motivation (support) which makes them to do well in academic work is to some extent dependent on the nature of their parents' location.

Finally, the last hypothesis tried at determining whether there is significant difference between the frequencies of ratings of the educational support to the students based on parents' location. The results of this study revealed that there is no significant difference between the educational support and the parents' location. The findings in this study is consistent with the finding of Abafita and Kim (2014) who found out that parents' locations have a significant influence on the educational support to the students. This present finding also agrees with the findings of Ogunshola and Adewale (2012) and Musa (2013) who found out that geographical location of parents play a notable role on the educational support of students.

CONCLUSION

The occupation of parents always influences the extent of educational support they give to their children. All parents, irrespective of their occupational level try to guide their wards to attain higher educational standard as a means of improving the family socio-economic status through proper educational support. Findings indicated that the fathers' occupational level is more significant than that of the mother in influencing the educational support of the children. Parental level of education influences the type of educational support they give to their wards. The results indicated that the education of both parents has influence on the educational support to the school children. In other words, parental level of education significantly influences the educational support of the students. Though parents' occupational background has direct influence on the educational support given to secondary school students, both male and female were guided by parent irrespective of their occupation to attain greater heights in education and social status. In line with the findings of this study, the under listed recommendations are made:

- Parents should endeavour to acquire higher education and better jobs in order to support their children in school

- As education is a sure means of improving the socio-economic welfare of an individual and his family, parents from poor socio-economic backgrounds should endeavour to improve their educational status in the society
- Sex should not be a necessary factor for the educational support given to students especially in their choice of profession and educational attainment
- Parents who are not educated should endeavor to attend extra-mural class or sandwich programmes to improve their level of knowledge. The future parents need to be educated considering the fact that their level of education has a positive influence on the educational support of their school children
- Government and private schools should be brought within the reach of all children in terms of cost and spread

REFERENCES

- Abafita, J.K. and K.U. Kim, 2014. Childrens schooling in rural Ethiopia: The role of household food security, parental education and income. *J. Econ. Sustainable Dev.*, 5: 134-137.
- Ademola, U.M., 2004. Influence of gender on the educational support of students in Ago-Iwoye. Ph.D Thesis, University of Ibadan, Ogun State, Nigeria.
- Adewuyi, T.D.O., 2009. Family background and students academic performance in Lagos state secondary schools: Implications for counselling. *Counsellor*, 26: 57-72.
- Akinsanya, O.O., K.O. Ajayi and M.O. Salomi, 2011. Relative effects of parents occupation, qualification and academic motivation of wards on students achievement in senior secondary school mathematics in Ogun State. *Br. J. Arts Soc. Sci.*, 3: 99-105.
- Anuii, T.S.A., 2004. Effective family education as panacea for national stability. *J. Family Dev.*, 1: 140-145.
- Anyika, E., 2007. The effect of home background on academic performance of some adolescents in secondary schools in Onitsha North local Government Area of Anambra State. Ph.D Thesis, Nnamdi Azikwe University, Awka, Nigeria.
- Atkinson, T., R. Liem and J.H. Liem, 1986. The social costs of unemployment: Implications for social support. *J. Health Soc. Behav.*, 23: 317-331.
- Bala, U.A., 2010. Parental level of education and educational support among secondary school students in Kaduna State. Ph.D Thesis, Bayero University Kano, Bayero University Kano, Kano, Nigeria.
- Bane, M.J., 1976. Marital disruption and the lives of children. *J. Soc. Issues*, 32: 103-117.
- Caro, D.H., J.T. McDonald and J.D. Willms, 2009. Socio-economic status and academic achievement trajectories from childhood to adolescence. *Can. J. Educ.*, 32: 558-590.
- Cotton, G.H., 2005. Family structure and educational analysis. *Am. Sociological Rev.*, 5: 81-96.
- Crosnoe, R., M.K. Johnson and G.H. Elder Jr., 2004. School size and the interpersonal side of education: An examination of race/ethnicity and organizational context. *Soc. Sci. Q.*, 85: 1259-1274.
- Danesty, A.H. and A. Okediran, 2002. Etiological factors and effects of street working behaviour among Nigerian youth. *J. Soc. Prob. Sch. Arts Soc. Sci.*, 2: 46-50.
- David, W.I., 1979. *Educational Psychology*. Patience Hall, New Jersey, USA, ISBN: 9780132367608, Pages: 592.
- Dornbusch, S.M., J.M. Carlsmith, S.J. Bushwall, P.L. Ritter and H. Leiderman *et al.*, 1985. Single parents, extended households and the control of adolescents. *Child Dev.*, 56: 326-341.
- Douglas, J.A., 2006. Family interaction: A standard review. *J. Family Life*, 1: 357-376.
- Erskine, R.H., 1962. Factors affecting the academic underachievement of bright high-school students. *J. Educ. Res.*, 56: 175-183.
- Frazer, E.L., 1973. *Home Environment and the School*. University Press, London, England, ISBN: 9780340182185, Pages: 88.
- Garba, M.U., 2009. Parental level of education and academic achievement in Yobe State. Ph.D Thesis, University of Jos, Jos, Nigeria.
- Grining, L.C.P., 2007. Effortful control among low-income preschoolers in three cities: Stability, change and individual differences. *Dev. Psychol.*, 43: 208-221.
- Hoffman, L.W., 1991. The influence of the family environment on personality: Accounting for sibling differences. *Psychol. Bull.*, 110: 187-203.
- Ityavyar, D., 2004. The family and gender violence in contemporary Nigeria. *J. Family Dev.*, 1: 1-15.
- Jeynes, M.B., 2004. Inter and intra family violence: Implication for family development. *J. Family Dev.*, 2: 102-110.
- Keller, J.A. and U.B. Keller, 2004. *Gender Sex: Womes Studies Encyclopedia*. Paper Bedrick Books, New York, USA.,.
- Kenneth, A.S., 2009. Effective family education for national stability *J. Family Dev.*, 1: 140-149.
- Muola, J.M., 2010. A study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educ. Res. Rev.*, 5: 213-217.
- Musa, A., 2013. Gender, geographic locations, achievement goals and academic performance of secondary school students from Borno State, Nigeria. *Res. Educ.*, 90: 15-31.

- Musgrave, J., 2007. New Lifestyle To Adolescents and Parents. Fernando Henares, Spain.
- Ogunshola, F. and A.M. Adewale, 2012. The relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State. *Int. J. Acad. Res. Bus. Soc.*, 2: 230-230.
- Onah, E.F., 2011. Influence of sex and school location on students achievement in agricultural science. *Afr. J. Sci. Technol. Math. Educ. AJSTME.*, 1: 96-102.
- Osunwa, M., 2003. Parental occupation as a determinant to educational support of senior secondary school students in Ibadan. PhD Thesis, University of Ibadan, Ibadan, Nigeria.
- Parker, F.L., 2012. Parent-child relationship. *Sch. Psychol. Rev.*, 28: 413-425.
- Pena, D.C., 2000. Parent involvement: Influencing factors and implications. *J. Educ. Res.*, 94: 42-54.
- Piper, M.C. and M.K. Ramsay, 1980. Effects of early home environment on the mental development of down syndrome infants. *Am. J. Mental Deficiency*, 85: 39-44.
- Ridge, J.M., 2010. *Origin and Destination: Family Class and Education in Modern Britain*. Clarendon Press, Oxford, England.
- Saifi, S. and T. Mehmood, 2011. Effects of socioeconomic status on students achievement. *Int. J. Soc. Sci. Educ.*, 1: 119-128.
- Simon, B.S., 2000. Predictors of high school and family partnerships and the influence of partnerships on student success. D Pharmacy Thesis, Johns Hopkins University, Baltimore, Maryland.
- Tahir, S. and S.R. Naqvi, 2006. Factors affecting students performance. *Bangladesh E. J. Sociology*, 3: 1-10.
- Taiwo M.M., 2007. Family values and education: Perspective from the national policy on education in Nigeria. *J. Family Dev.*, 2: 34-40.
- Think, D.G., 2009. *The vocational maturity of ninth grade boys in theories of career development*. Prentice Hall, New Jersey, USA.,.
- Uche, U., 2004. *Sociology for N.C.E Teachers*. George Allen and Unwin, London, England.
- Udida, L.A., J.K. Ukwayi and F.A. Ogodo, 2012. Parental socioeconomic background as a determinant of student's academic performance in selected public secondary schools in Calabar Municipal local government area, Cross River State, Nigeria. *J. Educ. Pract.*, 3: 129-135.
- Walters, J. and N. Stinnett, 1971. Parent-child relationships: A decade review of research. *J. Marriage Family*, 33: 70-111.
- Williams, T., 2009. Educational aspirations: A longitudinal evidence on the development in youth. *J. Sociology Family*, 2: 35-40.