

Influence of Parental Factors on the Academic Performance of Office Technology and Management Students.

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Abstract

This study examined the influence of parental factors on the academic performance of office technology and management students. Hence, the study adopted descriptive survey research design. The population of the study comprised 150 students at NDI levels in office technology and management. The population of 150 students formed the sample for the study as the researchers considered the population to be sizeable and manageable. A Structured questionnaire based on modified four point Likert rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1) was the instrument used for data collection. The instrument was validated by three experts in the Department of Office Technology and Management, The Federal Polytechnic, Bida. The researchers administered 150 copies of the questionnaire to the respondents and retrieved only 123 copies representing 82% return rate. Mean and Standard Deviation were the statistical tools used to answer and analyze the data collected from the respondents. Based on the data analysis, findings revealed among others that; that parental level of education (Mean = 3.1 & SD = 0.97), parental occupation (Mean = 3.00 & SD = 1.05), positively influence academic performance of office technology and management students to a moderate extent in polytechnics in Niger state. It was concluded that parents level of education, parents' occupation had influence on academic performance of office technology and management students in polytechnics in Niger state. Researcher recommended among others that parents with low education level should provide a conducive environment that would bridge the gap between their children and those from high educational level. Resources such as equipped libraries, functional internet facilities that facilitate students' academic performance should be made readily available by the respective institutions at all times in order to make up for any form of differences that may exist between students whose parents can easily afford learning facilities and those who cannot.

Key words: Parental Factors, OTM students, Academic Performance.

Introduction

Parents by virtue of their position at homes and families have shared good experienced in terms of social issues and they tend to exert considerable influence on the lifestyles and behaviours of the younger generation and especially their own children. This influence expresses itself either expressly as in giving verbal instructions and directives or impliedly by conduct. Parents influence the decision of their children on who to associate with and who they should not, what courses to read at school, what career to pursue and even what type of men or women to marry. In an implied sense, parents influence their children based on their own taste for education and acquisition of knowledge, the zeal and interest in their respective occupation, the type of associates they move with and even the type of messages they want to receive. In this sense, in a family, parents are the most important aspect of socialization process, they mould and shape moral character of their children and dictate the career/occupation their children pursue in life (Hussaini, 2019).

Parental educational level can be a motivational factor on how far their children can go in the educational ladder. It is not uncommon to see children trying to match their parents' educational level or even to surpass it. Parental level of education can be an important indicator of parents level of involvement in their children's educational pursuits. The educated mind usually has a penchant to support and encourage their children in moral and material sense and such may have influence on their academic performance. Abu-Bakar, Ibrahim, & Mudassir, (2017).

On the other hand, the educationally uninitiated mind' could care less about the educational pursuits of their children and the result of their children performance is poor. There are however, occasions when the highly educated tend to dictate the type of programmes their children should pursue in tertiary institutions without considering a significant factor of ability. Where the abilities of the students do not match the particular programme, the result is frustration on the part of the student resulting in poor performance. Musgrave (2010) and Chukwuemeka (2013) stated that parents with more than minimum level of education are expected to have a favoured attitude to their children's education and to encourage and help them with school work. However, parents with low level of education may not feel capable of assisting their children or playing a role in their academic life as they may not understand the material or feel comfortable with their abilities (Hill, Castelo, Lansford, Nowlin, Dodge, & Pettit 2012).

Parental occupational status is usually a reflection of their profession, vocation or trade which can have significant impact on the academic pursuits of their children. Parents occupation status measures social position by describing job characteristics, decision making ability and control,

psychological demands on the job. Parent's occupation determines the type of education a child receives from his/her parents. Akanle, (2017) reported that the occupational type of a parent tends to exert a considerable influence on their children's education or academic performance in school. Odel, Oguche and Ivagher, (2015) stated that the kind of occupation a parent engages-in would determine his income as well as his social status. According to Ogunshola and Adewale (2012), Adamu, & Dikko, (2017) parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Anwar, 2014) largely because a high occupational class or prestigious occupation tends to promote economic reserves or assets, presents a source of security by providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. Therefore, Kaula, (2014) stated that family financial resources, which are mostly associated with parent's occupation and educational attainment, often influence learning opportunities both at home and in school and concluded that there is a positive relationship between parental level of occupation and student academic performance in tertiary institution.

Parents' socio-economic status which is usually a reflection of their profession, vocation or trade can have- significant impact on the academic pursuits of their children. High and middle-income group parents are easily disposed to financially support their children academically and this could have effects on their performance. Even in the home, they are capable of providing an atmosphere of conduciveness for their children's academic pursuits. For parents in low-income level, it is not so. Even in the face of abilities, the absence of a conducive atmosphere for studies can have a debilitating effect on children's academic performance (Ekber 2013). Odel, Oguche and Ivagher, (2015) concurred with this assertion that parental income is a cogent factor upon which the academic and vocational successes of secondary school students' life depend. They further said that a child that is deprived of the essential needs may be found to perform poorly in the school work.

Statement of the Problem

Tertiary level of education is the meeting point of students from diverse educational background which significantly influence the current higher education performance and success. The most important components of tertiary students' backgrounds are home or parental influences. Li, Y. Lerner, J. & Lerner, R. (2010) in (Gaji, 2022), said in developed world where a large number of homes provide motivation and support at early educational training, the standard of performance of students are relatively high than that of less educated

home backgrounds even in their societies and comparably better than that of less educated family backgrounds in developing world. (Ahmad, 2013) Another strong caveat that seeks to hide the disparity in the ability of these two different sets of students in a tertiary education class is the assessment results of WAEC, NECO and NABTEB which seek to equalize the education academic performance. It is this assumed equalization in students' academic performance that this research seeks to investigate among students of various family background and education background in **ND** Office Technology and Management students of Polytechnics in Niger state in their first academic session. The year one students are considered appropriate because the influence of these variables (family educational level and occupation) can still be observed since the impact of the tertiary education has not been properly felt.

It is against this background that the researchers attempts to investigate the influence of parental factors on the academic performance of Office Technology and Management students in Polytechnics in Niger state, Nigeria.

Purpose of the Study

The major purpose of this study was to assess the influence of Parental factors on academic performance of Office Technology and Management students in Polytechnics in Niger state, Nigeria. The specific purposes were to:-

1. determine the influence of parental level of education on the academic performance of Office Technology and Management students in Polytechnics in Niger state, Nigeria.
2. assess the influence of parental occupation on the academic performance of Office Technology and Management students in Polytechnics in Niger state, Nigeria.

Research Questions

In line with each specific purpose, the following research questions were raised:-

- 1 What is the influence of parental level of education on academic performance of Office Technology and Management students?
2. What is the influence of parental occupation on academic performance of Office Technology and Management students?

Methodology

The study adopted descriptive survey research method. The population of the study comprised 150 students of NDI levels in office technology and

management. A breakdown of the population shows that there were 150 ND1 students in office technology and management at both federal and state Polytechnics in Niger state. The population of 150 students formed the sample for the study as the researchers considered the population to be sizeable and manageable. A Structured questionnaire based on modified four point Likert rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1) was the instrument used for data collection. The instrument was validated by three experts in the Department of Office Technology and Management, The Federal Polytechnic, Bida. The researchers administered 150 copies of the instrument to the respondents and retrieved only 123 copies representing 82% return rate. Mean and Standard Deviation were the statistical tools used to answer and analyze the data collected from the respondents. The decision rule for the mean was set at any mean point equal to or greater than 3.50- above were regarded as Strongly Agreed; items with mean ratings of 2.50-3.49 were considered as Agreed; and those with 1.50-2.49 were considered as Disagreed; while items with means scores of 1.00- 1.49 were regarded as Strongly Disagreed.

Data Analysis and results

Research Question1: What is the influence of parental level of education on academic performance of Office Technology and Management students?

able 1: Responses on the influence of parental level of education on academic performance of Office Technology and Management students in Polytechnic in Niger state

	Items	\bar{X}	SD	Remarks
1	My parent is involved in my academics because is a PhD holder and this has helped me in my studies.	3.20	0.89	Agree
2	My parent is well involved in my academics because they are master's degree holder which has assisted my academic performance.	3.08	1.01	Agree
3	My parents have first degree and as such they are involved in my academics, helping to improve me academically.	3.10	0.81	Agree
4	My parents are involved in my academics because they have NCE/ND which has helped to improve my academics.	2.78	1.10	Agree
5	My parents are well involved in my academic because they have WAEC/NECO/NABTEB and assisted in my academic performance.	2.91	1.06	Agree
	Weighted mean	3.01	0.97	Agree

Source: Field Survey, 2025

Analysis of data in Table 1 reveals that the respondents agreed that parents with PhD are involved in their academic (mean = 3.20), parents with masters (mean = 3.08), parents with first degree (mean = 3.10), parents with NCE/ND (mean = 2.78) and parents with WAEC/NECO/NABTEB (mean = 2.91). The weighted mean score in the Table reveals that parental level of education has positive influence on academic performance of students in Polytechnics (3.04 = 0.974).

Research Question 2: What is the influence of parental occupation on academic performance of office Technology and Management Students?

Table 2: Responses on the influences of Parental Occupation on academic performance of Office Technology and Management students in Polytechnic in Niger state

S/N	Occupation	\bar{X}	SD	Remarks
1	My parents are involved in my academic because they are civil servant and this has helped me in my studies.	2.89	1.23	Agree
2	My parents are well involve in my academic because they are teacher and helping to improved academically	2.96	1.16	Agree
3	My parents are highly involved in my study because they are Medical Doctor and this has assisted my academic performance.	3.01	0.76	Agree
4	My parents are more involve in my academic because they are Military and has helped to improve my academics	2.89	1.23	Agree
5	My parents are well involved on my academic because they are business men and this has assisted my academic performance.	2.67	1.57	Agree
6	My parents are well involved on my academic because they are politician and assisted in my academic performance.	3.23	0.68	Agree
7	My parents are involved in my study because they are famer and this has assisted my academic performance.	3.04	0.72	Agree
	Weighted mean	3.00	1.05	Agree

Source: Field Survey, 2025

Analysis of data in Table 2: reveals that the respondents agree that parents occupation as civil servant are involved in their academic (mean = 2.89), parents with occupation as a teacher are involved in their academic (mean = 2.96), parents with occupation as Medical Doctor are highly involved in their academic (mean = 3.01), parents with occupation as Military are involved in their academic (mean = 2.89), parents with occupation as businessmen are involved in their academic (2.67), parents with occupation as politician are well involved in their academic (mean = 3.23) and parents occupation as famer is involved in their academic performance (mean = 3.04) The weighted mean score in the Table reveals that parental occupation has positive influence on academic performance of students in office technology and management (3.00 = 1.05).

Conceptual Framework

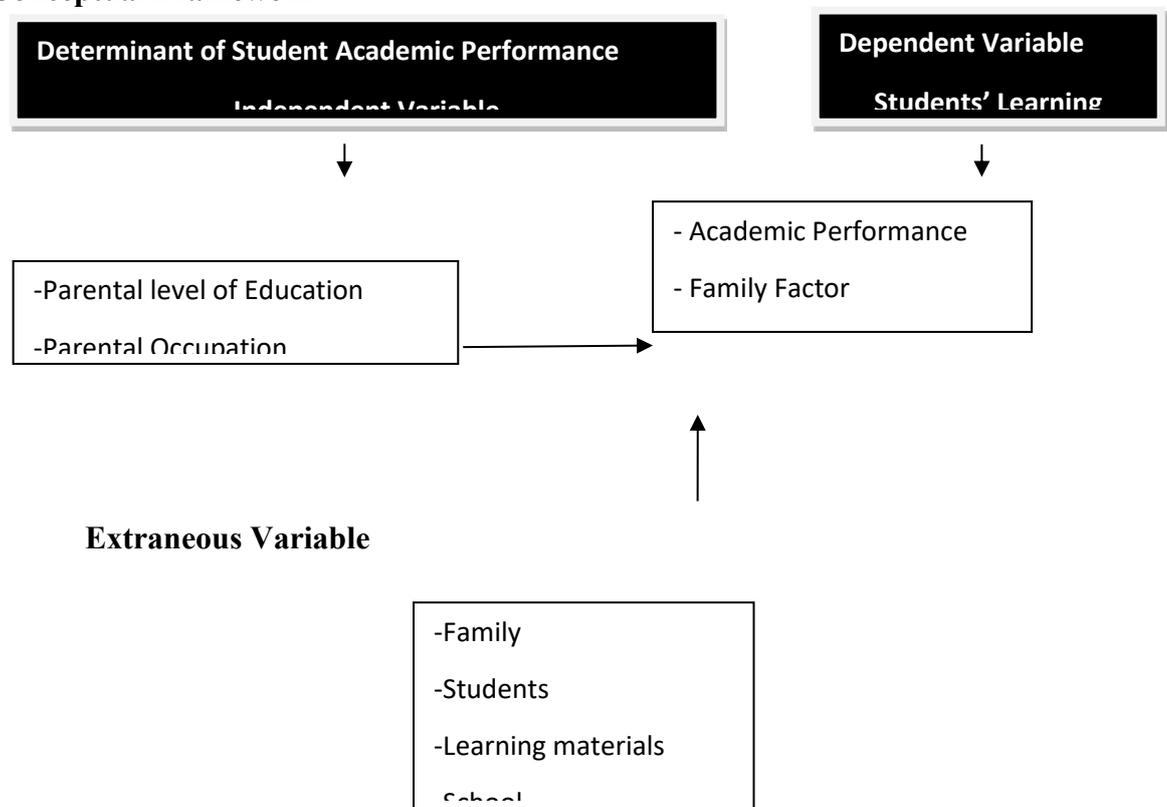


Fig 1: Conceptual framework showing relationship between influence of parental factors on students’ academic performance.

Source: Adopted from Spiro et al, 2015.

Discussion of Findings

The result of data analysis in Table 1 to answer research question 1 on parents educational level influence the academic performance of office technology and management students' in Polytechnics in Niger State, Nigeria. The study discovered that there is positive relation between parents' education and the academic performance of office technology and management students in the studied areas. This implies that the more educated parents are; the higher students' tends to perform academically. This finding concurred with what was obtained by Musgrave (2010) who said that a child that comes from an educated home would likely follow the steps of his/her family and by this, work actively in his/her studies. He said further that parents who have more than a minimum level of education are expected to have a favoured attitude to the child's education and to encourage and help him/her with school work.

The result of the data analysis in Table 2 to answer research question 2 on parents' occupation influenced students academic performance of office Technology and Management students' in Polytechnics. The study revealed that there is a positive relation between parents' occupation and the academic performance of office Technology and Management students in the studied areas. This implies that parents occupation tends to have influence on the academic performance of office Technology and Management students, which showed that parents occupation have significant influence on the academic performance of office Technology and Management students' in Polytechnics in Niger state. The result of this finding revealed that students' academic performance depend on well being of parents. This is in agreement with Usaini and Abubakar (2015) who pointed out that a child who comes from well to do home could perform very well academically.

Conclusion

Based on the two objectives that the research paper addressed, the researcher concluded that inference of the study is that the possibility of highly educated parents tends to get more involved in their children academic pursuit than the less educated ones. Students whose parents were highly placed in the occupational ladder tend to be more psychologically balanced to face academic stress and as well do not lack necessary materials that boost their academic performance.

Recommendations

Based on the findings and conclusion of the study, the researchers recommended that:

1. Parents with low education level should provide a conducive environment that would bridge the gap between their children and those from high educational level.
2. Government should try to offer occupational supports to parents of students in institutions of higher learning in the country, through its employment and favourable business policies.

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