



INFLUENCE OF PARENT'S OCCUPATION ON SCHOLASTIC SUCCESS OF SOCIAL STUDIES STUDENTS IN CROSS RIVER STATE, NIGERIA.

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Abstract

The instance of this study was in the premise that occupation of parents exerts some level of influence on scholastic success of Social Studies students in Cross River State, Nigeria. The preoccupation of this study was to investigate occupation parents are engaged in for a possible influence on academic performance of students. A null hypothesis that, parents' educational attainment has no significant influence on scholastic success of Social Studies students in Cross River State was formulated to guide the study and tested at 0.05 level of significance. Related literature on occupation and academic performance were reviewed to provide foundation of knowledge and identify inconsistencies for a gap in the present study. A Survey design was adopted for the study. Parents occupation s were categorized into three (civil service, business and farming) and correlated with Social Studies Academic Achievement Test (SOSAAT). This was trial tested on 40 students within the population but not part of the sample using the split-half reliability estimate to establish the reliability index of 0.90. One thousand (1000) Social Studies students were selected for the study through proportionate stratified random sampling and simple random sampling techniques from a population of 19,169 junior secondary three students. The data collected were duly coded and analyzed in consistent with the formulated hypothesis using One-way Analysis of Variance (ANOVA) test statistics. The result revealed that Occupation of Parents is significantly related to students' scholastic success in Social Studies. Based on this it was concluded that students' scholastic success is dependent on occupation of parents. The work therefore recommended, inter alia, that parents should beware of the type of occupation they are engaged in since occupation of parents is capable of facilitating or inhibiting students' scholastic success. Parents should obligatorily have good inter personal relationships with children by always finding out their academic progress. (Word count: 299).

Keywords : Parents, income, status, scholastic success, students, social studies)

Introduction

Occupational preference and choice is one of the most difficult decisions in a person's life and seems to be tied to the level of academic attainment. Occupation is, therefore, a way of life. One's occupation refers to the individual's total life pattern that relates to his choice of friends, pattern of dressing, income, his presence in the society even the type of school his child attends, and very often the amount of risks to which he is exposed. An increasingly complex and uncertain job markets globally, especially, in most developing countries of the world, like ours adds to the difficulty.

Since occupational preference is so capable of determining an individual's social status, molds one's character, income level, choice of friends, his influence in the society and in most cases conditions his life style, the researcher describes occupation as a huge gate with people struggling to get in and others struggling to get out. Furthermore, the researcher is almost tempted to conclude that scholastic success is the only panacea to successful and fulfilling occupation. Parents sometimes set up standards worthy of emulation

for their children and by so doing motivate them to be achievement oriented. The influence of the family occurs through various channels which are direct modeling, ordinal position of the child in the family, the type of career engaged in by the father and mother and the climate prevailing in the family. Children may approach their parents for a wide range of matters including academic achievement motivation. What the child learns from parents could enhance or inhibit his academic aspirations depending on the occupational status of parents and their social stratification. To communicate his feelings, the child learns to communicate by directly imitating his mother's language and tone. He may also learn attitude to work and emotional expressions by imitating his parents as models.

Similarly, parents can influence the type of a secondary school their children attend, depending on their income level and the type of occupation they are engaged in, since the type of a secondary school a child attends, to an extent, determines his future achievement. Moreover, the researcher introspecting into his secondary school days recalls with nostalgia that the grammar school was known for its emphasis on academic excellence and a student who went to Hope Waddell Training Institution, Calabar, King's College, Lagos; Igbobi College, Yaba, Government College, Ibadan or Government college, Umuahia knew that he was going to an institution where academic laurels is encouraged. A product of such a grammar school always looks forward to achieving and entering a University to complete his education and pursue a career either in medicine, engineering, economics, political science, teaching, or in the liberal arts, music, sciences or law, depending on one's chosen subjects for the West African School Certificate Examination and one's performance in such subjects. Going to a reputable secondary school then suggested a determination for high academic achievement and requires a revival by both family members and students.

Asikhia (2010) studied family background variables (that is occupation, education, income and socio-economic status of parents) and scholastic success and reports that occupation of parents is one of the factors capable of motivating students to aspire and to succeed. Ene (2005) in the study of influence of socialization patterns observes that, there were direct and subtle ways in which parents and families influence adolescents in their life tasks including scholastic success, and that parents often exercise influence in the occupation information to children thus inducing them to aspire to be like their parents. They may steer or talk children into a particular occupation by providing encouragements and extra training in the relevant areas to enable them strive towards excellence in their scholastic success as booster to realizing the occupational dreams. He further observes that, generally boys' identification with the occupation of their fathers influences their scholastic success, especially, if their fathers are in the prestigious occupations.

Denga (2005) also observes that many parents who had no opportunity to obtain sufficient formal education required for entry into certain occupations tend to influence their children to fulfill the occupational dreams they were not able to fulfill on their part. This they do to encourage excellent scholastic success that will enable them to attain the suggested or prescribed occupation. He pointed out that the so called glamourized occupations such as medicine, law and engineering and so on, feature prominently among such occupations for which there is often much pressure on children to take up after schooling and successful scholastic success. John (2012) reports that, among the family variables influencing scholastic success, parental nature of occupation, perhaps, is one of the greatest. The occupation of parents may have some deciding influence on the children's academic interest and subsequent vocational preference.

Ferguson (2007) maintains that a family's socio economic status is determined by the parental type of occupation, level of education and income level. Invariably, parents with high level of education and occupations considered prestigious are likely to provide their children with more opportunities at home to build up academic skills and obtain high scholastic success than children whose parents are engaged in the less desired occupations. Families with less education and menial kind of occupation are more concerned with providing basic needs and do not put much emphasis on their children's academic progress. The economic hardship as a result of parental occupation may hinder the student's ability to concentrate on their school work, hence poor scholastic success.

Hemson and Pizard (2009) used two children aged 7-8 years in their study as sample, one from a working class family and the other from a non-working class/low socio-economic background. A standardize test was administered to the children and an interview also conducted on the two children. There were significant differences in the aspect of reading and fluency in communication. They came up with the conclusion that children of high working class parents are more intelligent and focused. Larsen and Buss (2010) assert that parental occupation and background of primary school pupils affect their scholastic success and achievements in life. Pupils from deficient and poor occupational backgrounds often have difficulty in accessing basic needs including those with direct consequence on their schooling. This may, as such, interfere with their schooling, and may, also interfere with their attainment of high scholastic success. Studies with similar findings include Kaspro (2001), Rothman (2004), Booth (2006), Song and Hattie,

(2004), Mullis (2002) and Onocha (2005). The interaction of parental motivation in the socio-economic influence on school success is also attested to by Schunke, Pintrich and Meece (2008)

Asikhia (2010) studied family background variables (that is occupation, education, income and socio-economic status of parents) and academic performance and reports that occupation of parents, students self-concept booster, is one of the factors capable of motivating students to aspire and to succeed. He asserts that Parental occupation could be defined more objectively by using such indices as education, income and socio-economic class. Ene (2005) in the study of influence of parental occupation observes that, there were direct and subtle ways in which parents and families influence adolescents in their life tasks including academic performance, and that parents often exercise influence in the occupation information of children thus inducing them to aspire to be like their parents. They may steer or talk children into a particular occupation by providing encouragements and extra training in the relevant areas to enable them strive towards excellence in their academic performance as booster to realizing the occupational dreams. He further observes that, generally boys' identification with the occupation of their fathers influence their academic performance, especially, if their fathers are in the prestigious occupations.

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Rothman (2004) sought to find out whether parents occupation influence students; academic performance or not. The data collected through different and focused group discussion with students indicate different occupation of their parents. The occupation included nurse, teachers, medical doctors, carpenters, electricians, businessmen and women, masonry and peasants. Education support to their children varied over the occupation of the parents. Findings from the interviews with students and teachers reveals that parents from the formal occupations had better positions and assurance of helping students at home than those from the informal occupations.

Formal occupations had monthly salaries used to buy books and stationeries for their children. Informal education such as peasantry, masonry and carpentry were the main self-employment occupations with no guarantee of getting basic requirements. This is evidenced in the following statement from one of the students: My parents are farmers and depend on the harvest from the farms. The harvest depends on the capital invested in buying fertilizers and seeds. We are not like students whose parents are nurses, teachers, medical doctors and others in the public sectors... we really suffer, our parents are poor and they just cultivate for subsistence and not selling for profit (student, school C). Booth(2006), supports that negative performance of students is correlated with low socio-economic status of parents because it hinders individuals in gaining access to learning resources. Low SES strongly affects academic performance of students, dragging them down to a lower level. It was also observed that economically disadvantaged parents are less able to afford the cost of education of their children at higher level. Consequently, they do not work at their fullest potentials.

Students' academic achievement and educational attainment have been studied within different frameworks. Many of them focused on parents' education, occupation or home background like, family income and family activities (Song and Hattie, 2004; Mullis 2002; Kaspro; 2001). There is therefore evidence that parents' education and subsequent occupation will affect student academic performance. According to Grissmer (2003), parents' level of education and occupation are the most important factors affecting students' academic achievement. Taiwo (1993) submits that parents' occupation influence students' academic performance. This, in his believe, is because the parents would be in a good position to be second teacher to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child.

This assertion was supported by Musgrave (2000) who maintains that a child from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He further said that parent 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 the child with school work to enable him or her obtain a favoured occupation. They provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the child can benefit and develop language fluency. Onocha (2005) concludes that a child from a high socio-economic family is more likely to perform better than a child from an illiterate home. This is because a child whose parents have high favoured occupations has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well- seasoned teachers handle his or her subjects.

Song and Hattie (2004) found that families from different occupations and socio-economic groups create different learning environments, which affect the child's academic achievement. There is no doubt, therefore, that parents' attitudes help to condition their children's attitudes. A parent who shows complete disregard for education and reasonable occupation might have some effects on his/her children's academic progress. Theories with different topics such as intrinsic motivation, self-concept, attribution, goal orientation, self-efficiency, and expectations have been established in previous studies. Studies have examined the relationships among those constructs and students achievement. Schunke, Pintrich and Meece (2008) affirm the fact that there is a consistent finding of motivation being related to achievement behaviours. The impact of parent's occupation on learning and performance of children cannot be undermined. Gesende (2000) believes that there is a need to motivate students through their parent's occupations so as to arouse and sustain their interest in learning mathematics. He further opines that Mathematics academic achievement should be considered a continuous process until there is evidence of improvement in interest and performance of the learners in the subject and that academic motivation could be seen as self-determination to succeed in academic work.

The urge to achieve varies from one individual to another, while for some individuals, the need to achieve is very high, for others it may be very low. What could be responsible for the variation could be the fact that academic motivation is believed to be developed during socialization processes and learning experiences. The parents' occupation, interest and encouragement have a crucial and great impact on students' performance in the school. More so, children's school or academic performance are influenced by the way and manner in which the family is organized and the direction in which the family system and

occupation changes. Sharma (2004) is of the opinion that different disciplines/ occupations engaged in by parents through their various levels of education have different emphases on the academic performance of their children. It thus appears that career modelling from parents could make noticeable impression on children's intellectual development. For example, Mullis (2002) indicates that mothers who engage in menial jobs like hair dressing, sewing, petty trading, farming, catering among others, are more likely to have less contact hours with their children. He maintains that these mothers will most likely want their children to toe the line of their trade as a result may not bother to lay much emphasis on the early intellectual development of their children.

Caspro (2001) indicates that parents/family occupation and involvement have a lasting effect throughout the academic careers of students. He further argues that parents' perception of abilities of their children may be a powerful developmental influence on how the children will come to view their ability. In turn, children's perceptions of their abilities will influence expectations for success, interest and performance in school subjects. Grissmer (2003) believes that well educated parents will wish their own children to benefit as they have done from their good education and occupation. As such, they will provide the necessary cash in order that this may be accomplished. Expressing this in terms of high socio-economic homes, Ene (2005) asserts that in order for high socio-economic status families to maintain their status, they go any length possible to ensure that their children attend the best nursery and primary schools which guarantee admission to highly placed secondary schools. These highly placed secondary schools provide the best routes to university education, thus guaranteeing access to prestigious occupation and high income for their children.

Rothman (2004) shows that the most important factor associated with academic performance of children is not race, ethnicity or immigrant status. Instead, the most crucial factors according to him, appears to be socio-economic factors. These factors as stated by him include parental education levels, parental occupational status and family income. Sharma (2004) in his study affirms that the influence of parental occupation on students' primary education makes a difference. He concludes that parental support in a student's academic success in secondary school may be a factor that cannot be ignored. Parent's occupational supportiveness has been shown to be an important variable that positively influence children's academic performance to include social studies.

Statement of the problem

In this era of eradication of illiteracy, one of the seeming concerns of most families is to bring up children who will engage in meaningful education and obtain high scholastic success to socialize and succeed in their academic life thereby providing for themselves and their families. The essence of education is to socialize and develop the innate potentialities of individuals so that they can be satisfactorily useful to themselves and maximize their contributions to the educational, economic, social and political growth of the society. More often than not, this laudable objective of the family seems to elude most secondary school adolescents as a result of poor scholastic success.

Abysmal performance in academic work at school, often give rise to pass your examination at all cost, a syndrome which has rocked the entire academic system. Other correlates to abysmal performance include frustration, disobedience, vandalism, teenage pregnancy, dropout, forgery and impersonation, falsification of school results sent to parents, public assault, pervasive feeling of inadequacy, timidity, robbery and rape, cultism, and a lot more. These deter academic progress; promote low productivity and unemployability. One way of identifying the source of scholastic success of adolescent students is to take a close look at their family background and socialization processes and occupations of families. This is to enable answer to the question as to; whether family variables could influence scholastic success of secondary school adolescents? In this study therefore, an aspect of family variables will be isolated and studied to determine its relevance in explaining how it correlates scholastic success.

Admittedly, individual differences exist in physical appearances, temperaments, intelligence, abilities, and aptitudes of children and are variously parented; yet the school remains a common learning environment where all interact and acquire knowledge. However, it is a concern that differences exist in the behavioural dispositions and attitudes of secondary school students to work though exposed to the same learning environment. The researcher is poised to pose the question as to why some students pursue academic work with strong desire and zeal while others drift along nonchalantly. How do we explain the fact that in a class some students with determination perform in optimum while others grapple with minimal academic achievement? Is the students' family occupation responsible for this seeming disparity in scholastic

success? Could occupation of parents influence students' scholastic success in Social Studies? Ultimately, the attempt to find answers to these questions constitute the problems this study seeks to address. It is against this backdrop that the researcher seeks to investigate family background, nay, occupation of parents and scholastic success of students' in Social Studies in Cross River State to unravel the mystery behind this seeming disparity and elicit answers to the questions.

Methodology

The research designs adopted for this study were the ex post facto and survey design. The researcher decided to use ex post facto design because the event (variable under study) had already occurred before the study. In other words, there was no manipulation of the independent variable to produce an effect on the dependent variable. A survey design was employed because the researcher has direct contact with the sample and by extension the population with characteristic personality qualities or attributes relevant to a specific investigation. Ary, Jacobs and Razarich(1979) maintain that the survey design enables researchers to employ questionnaire to seek the opinion representative sample on which conclusions, inferences and generalizations are made on a contemporary phenomenon. In this study, occupation of parents and scholastic success are contemporary phenomenon on which conclusions, inferences and generalizations will be drawn.

To ascertain the content validity of the objective test used in testing students' scholastic success in Social Studies, a table of specification (test blue print) for a fifty (50) item test in Social Studies was prepared to guide the researcher. This was also done to ensure that the performance test adequately covered all the behavioural domains measured in relation to the content areas, as derived from the junior secondary social studies syllabus. This was done with the assistance of social studies teachers in Pinn Margaret Secondary Commercial School who also confirmed that all the content areas selected were taught to the students. The table of specification (test blue print) is presented in Table 1.

Table 1
Table of specification for a 50-item Social Studies test

No. of Weeks	Content areas	Objectives			Analysis	Synthesis	Evaluation	Total
		Know-ledge 25%	Compre-hension 25%	Applica-tion 20%				
2	People and their environment	2	2	2	1	1	1	9
4	Culture	3	4	2	2	1	1	13
3.5	Social issues and problems	3	3	2	2	2	1	13
2	Science, Techn. and Society	2	2	2	1	1	1	9
1	Family	1	1	1	1	1	1	6
12.5	Total	11	12	9	7	6	5	50

To ascertain the reliability of the research instrument which Akinade,(2005) refers to as, the degree to which a test or instrument produces consistency of test scores when people are tested with the same or an equivalent instrument, the was administered to forty (40) social studies students in Junior Secondary three. The forty students (subjects) formed part of the study population but were not part of the sample. The spilt half reliability coefficient was calculated using the Pearson Product Moment Correlation of the odd and even items in the questionnaire and the Reliability Coefficient index was 0.90.

Analysis

Occupation of parents has no significant influence on scholastic success of students' in Social Studies. The independent variable is parents' occupation (Civil service, business and farming), while the dependent variable is scholastic success of students' in Social Studies. The independent variable which is parents' occupation was checked separately for the fathers and the mothers. To test the hypothesis for influence of fathers' occupation on students' scholastic success in Social Studies, One-way Analysis of Variance (ANOVA) was employed. The result is presented in Table 2.

Table 2
One-way analysis of variance for father occupation and scholastic success of students in Social Studies

Father occupation	N	Mean	SD
Civil servant	152	38.579	6.843
Business	309	37.508	7.273
Farming	310	36.477	7.803
Total	771	37.305	7.442

Source of variance	Sum of squares	df	Mean square	F-ratio	p-level
Between groups	471.748	2	235.874	4.295*	.014
Within groups	42177.624	768	54.919		
Total	42649.372	770			

*Significant at .05 alpha level with $p < .05$.

The result in Table 2 shows that the score of 38.579 was obtained for students whose fathers' are civil servants which is greater than the score of 37.508 obtained for students whose fathers are doing business and this is also greater than the score of 36.477 obtained for students whose fathers are farmers. The implication of this is that the mean scores differ and their difference is statistically significant since the F-ratio of 4.295 is obtained at .05 level of significance with p-value .014. The F-ratio is significant and the null hypothesis which states that, occupation of parents has significant influence on scholastic success of Social Studies students in Cross River State is rejected based on fathers occupation. Since students scholastic success in Social Studies is significantly influenced by the fathers' occupation, the source of the difference is determined using Scheffe Post Hoc test comparison analysis. The result is presented in Table 3.

Table 3
Scheffe Post Hoc Test for fathers' occupation and academic performance of students in Social Studies

Fathers' occupation	N	Mean	Mean difference	p-level
Civil servant	152	38.579	1.071	.346
Business	309	37.508		
Civil servant	152	38.579	2.102*	.017
Farming	310	36.477		
Business	309	37.508	1.031	.225
Farming	310	36.477		

* Mean difference is significant at the .05 level

The result of the Scheffe Post Hoc test in Table 3 reveals that the mean difference is not significant when comparing students whose fathers are civil servants and those whose fathers are doing business (MD=1.071, $p=.346$). From the result, the mean difference is significant when comparing students whose fathers are civil servants and those whose fathers are farmers (MD=2.102, $p=.017$). Finally, the mean difference is not significant when comparing students whose fathers are doing business with those whose fathers are farmers (MD=1.031, $p=.225$) all at .05 level of significance. It is then concluded that the source of the difference is basically from the comparison of students whose fathers are civil servants and those whose fathers are farmers. This is so because fathers who are farmers make less impact on their children's education followed by those that are doing business while parents who are civil servants make greatest positive impact on their children's education.

To test the hypothesis for influence of mothers' occupation on students' scholastic success in Social Studies, One-way Analysis of Variance is employed at .05 level of significance. The result is presented in Table 4.

Table 4
One-way analysis of variance for mothers' occupation and academic performance of students in Social Studies

Mothers' occupation	N	Mean	SD
Civil servant	156	39.115	6.966
Business	308	37.455	7.628
Farming	345	37.261	7.538
Total	809	37.692	7.490

Source of variance	Sum of squares	df	Mean square	F-ratio	p-level
Between groups	397.552	2	198.776	3.566*	.029
Within groups	44930.808	806	55745		
Total	45328.361	808			

*Significant at .05 alpha level with $p < .05$.

The result in Table 4 shows that the means score of 39.115 is obtained for students whose mothers are civil servants is greater than the mean score of 37.455 obtained for students whose mothers are doing business. This is also greater than the mean score of 37.261 obtained for students whose mothers are farmers. The implication of this is that the mean scores differ and their difference is statistically significant since the F-ratio of 3.566 was obtained at .05 level significance with p-value of .029. The F-ratio is significant therefore, the null hypothesis which states that, Occupation of mothers has no significance on scholastic success of Social Studies students is rejected based on mothers occupation. Since students' scholastic success in Social Studies is significantly influenced by mothers' occupation, the source of difference is determined using Scheffe Post Hoc test comparison analysis. The result is presented in Table 5.

Table 5
Scheffe Post Hoc Test for mothers' occupation and scholastic success of students in Social Studies

Mothers' occupation	N	Mean	Mean difference	p-level
Civil servant	156	39.115	1.661	.078
Business	308	37.455		
Civil servant	156	39.115	1.855*	.037
Farming	345	37.261		
Business	308	37.455	.194	.947
Farming	345	37.261		

* Mean difference is significant at the .05 level.

The result of the Scheffe Post Hoc test in Table 5 reveals that the mean difference is not significant when comparing students whose mothers are civil servants with students whose mothers are doing business (MD=1.661, $p=.078$). From the result, the mean difference is significant when comparing students whose mothers are civil servants with students whose mothers are farmers (MD=1.855, $p=.037$). Finally, from the result the mean difference is not significant when comparing mothers who are doing business with mothers who are farmers (MD=.194, $p=.947$) all at .05 level of significance. It is then concluded that the source of the difference is basically from the comparison of students whose mothers are civil servants and those whose mothers are farmers. This is so because students whose mothers are civil servants differ significantly from those whose mothers are farmers.

Discussion of result

The finding from occupation of parents statistically checked separately for fathers and mothers shows that the mean difference is not significant when comparing students whose fathers were civil servants and those whose father were businessmen. The mean difference is rather significant when comparing students whose fathers were civil servants with students whose fathers were farmers. This is so because students whose parents were farmers have less impact on their children's education. This is followed by parents who were businessmen while parents who were civil servants had greater impact on their children's education. Perhaps this is so because of their steady income and their level of education.

These findings show that some occupation attract high income and place holders on high socio-economic and social class in the society while in some the proceeds are only self-subsistent and others only to put food on the table. Parents with occupations which attract high income can influence their children's scholastic success directly through their communication prowess and ability to provide the necessary requirements. Ene (2005) in a study of influence of parental education observed that there were direct and subtle ways in which parents and families influence adolescent students in their tasks including scholastic success. Parents in the prestigious and glamorous occupations do influence scholastic success of their children by providing them with occupational information thus inducing them to aspire to the cherished occupation. They may steer up or talk children into a particular occupation by providing encouragements and extra training or lessons in the relevant areas to enable the student strive towards excellence in their scholastic success as booster to actualizing their occupational dreams. He further observes that generally boys' identification with the occupation of their fathers influence their scholastic success positively, especially, if their fathers are in prestigious occupations and vice versa.

The findings are in line with Denga (2005) where he asserts that many parents who had no opportunity to obtain sufficient formal education required for entry into certain occupations tend to influence their children to fulfill the occupational dreams they were not able to fulfill on their part. They do this to encourage excellent scholastic success that will enable them to attain the suggested or prescribed occupation. Denga pointed out that the so called glamorized occupations such as medicine, law, engineering, and so on, feature prominently among such occupations for which there is often much pressure on students to aspire to after schooling and successful scholastically. This finding supports John (2012) who reports that among the family variables influencing scholastic success, parental nature of occupation, perhaps, is one of the greatest.

From the finding, it could be inferred that parents' occupation can either foster or inhibit scholastic success of students' in Social Studies. Parents in the formal occupations can afford to provide their children with necessary learning requirements thereby, fostering scholastic success of the students. On the other hand, parents' occupation like the peasant farmers in the study inhibits student's scholastic success since they cannot provide for their children's school requirements. Some parents due to their occupations can give extra lesson, guide and correct children's work at home because of their level of education. This goes a long way to making the students to cope and to perform well at school. Conversely, where parents are engaged in menial occupations and are without education, they have no time and cannot be helpful to students. Such students either drop out or perform abysmally.

Conclusion

With reference to the findings of this study, it could be concluded that family background in terms of occupation of parents positively influence students' scholastic success, especially, in social studies. It is no longer mere speculation but empirically upheld that the type of occupation parents engage in has a way of facilitating or inhibiting children's progress in school. Enlightened parents in the speculated glamorous occupations have direct and subtle ways of talking and influencing children in their life tasks including academic performance in school. They may render occupational information to children thus inducing them to be more focused in their studies and to aspire to be like their parents. The twenty-first century parents should make proper and adequate provision for students' education by restricting themselves to only the number of children they can actually and adequately provide for. Plan and have time for children to give them the necessary encouragements required to sustain their curiosity to remain achievement motivated in their studies, expose them to various occupations to spur their aspirations to work hard at school with determination to actualize their dreams, particularly in the Social Studies discipline.

Recommendations

- (i) Parents should continue to have good inter-personal relationship with their children by way of constant check on their academic progress. Such concern for students will motivate them to be more focus in their school work, capture their interest and as such enhance their performance, especially, in Social Studies.
- (ii) Parents should beware of the type of occupations they are engaged in since occupation of parents is capable of facilitating and lifting students up from abysmal academic performance or inhibiting students scholastic success. (iii) Parents should occasionally pay visits to the school to dialogue with teachers teaching their children and other significant adults in the schools. By so doing consciousness will be created in the minds of the students to be alert to their school work and also maintain good and healthy relationship with both teachers and peers.

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