
INFLUENCE OF PARENTAL MOTIVATION ON STUDENTS' ACADEMIC PERFORMANCE IN BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

SANI ABUBAKAR

Vocational and Technical Education Department
Ahmadu Bello University Zaria
Kaduna State, Nigeria.

Abstract

The purpose of this study was to determine the influence of parental motivation on business studies students' academic performance in junior secondary schools in Kaduna State. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was descriptive survey and ex-post facto design. The population of the study was 69,487 students which were drawn from junior secondary schools across the five educational zones in Kaduna State. A simple random sampling technique was used to determine the sample of 382 students for the study. A structured questionnaire of 11 items was used to collect data and the data collected were analyzed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis and Z-test at 0.05 level of significance. The major findings of the study include the following: parental motivation has a positive significance influence on students' academic performance in Business Studies and there is no difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State. It was concluded that: parental motivation positively influences students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State. Thus, the students showed good academic performance in Business Studies whose parental motivation was more as compared to those students whose parental motivation was low. The implication of this is that the rate of poor students' academic performance in Business studies will continue to rise and these will lead to high number of drop-outs, kidnappings, insurgency in Kaduna state, and Nigeria at a whole. The researcher recommended that parents should work hard to provide conducive atmosphere for their children and all other reading and learning materials to both their males and females wards such as home libraries, books, payments of their children school fees as at when due for better academic performance.

Keyword: Parental Motivation and Students' Academic Performance.

DOI: <https://doi.org/10.35386/ser.v19i1.245>

Introduction

Business Studies became one of the compulsory subjects offered in junior secondary schools. Business Studies is an academic subject that exposes students to business knowledge and practices. The subject is designed to introduce students to the foundational knowledge of the principles and practices of business. Osuala (2013) states that business studies help students to make informed decisions in everyday business. Business Studies prepares students for business careers as well as to enable them to become more efficient and advance to higher business positions. Business studies have five components which include Office Practice, Commerce, Book-keeping, Shorthand and Typewriting. Considering the nature of its parts, family background factors accruable may have a tremendous influence in enhancing students' learning in those areas.

The children come from different home background; this may have both the positive and negative impact on children ability to learn. The variation in our children learning are affected by the way they are motivated. Muduewesi (2012) viewed that out of many effects of family background; motivation seems to have more influence on children learning because they come in different forms and involves all the stakeholders in the field of teaching and learning processes. The stake holders here include; the parents, teachers, school administrators, society and government. Motivation is single out as the major factor that will enhance students' academic performance. Osuala (2013) noted that the parents' concern about their children grades and performances motivates students' academic performance in Business Studies.

Motivation comes from different forms and stake-holders, but the one that create a foundation is that of the parents. Ahmad and Najeema (2013) opined that when father and mother are educated, they appear to motivate their children to learn better as compare to parents who are not educated. Warren (2009) observed that many studies were conducted, and they have revealed that parental socioeconomic status has a significant positive influence on children learning. Muola (2010) states that poverty discourages many of our students to put the effort in their academic activities especially when a child could not have reading materials at home to read and do all their assignments given to them. As a result of inability of some students to acquire some reading materials, it may discourage the students ability to learn things on their own and at their own time. Shea (2010) thinks that the development of early academic motivation encourages students to learn Business Studies better. According to Majoribanks (2009) opined that independence training giving by parents on their children help to becoming self-reliance and autonomy in all their decision-making situations.

Parental motivation may contribute immensely in enhancing students' academic performance. Sithole and Lumadi (2012) view that parents motivate students by paying for their school field trips and excursions in Business Studies.

However, at the secondary school level, parents/teacher should work as a motivator, and all the educational activities of the students should be appreciated and encouraged. Motivation enhances learning and promotes positive thinking and attitude towards children learning. Ogodo (2012) observed that in the process of learning, motivation plays a significant role in persuading students to learn better. Feso (2015) stated that there are three types of motivation: intrinsic motivation, extrinsic motivation, and motivation to learn. In intrinsic motivation, students participate in different activities for enjoyment. In extrinsic motivation, students engage in different activity only to receive a reward or to avoid punishment. Educational gifts, grades are an outstanding example of extrinsic motivation. In addition, the last motivation to learn referred to the value, and benefits of academic tasks to the learner regardless of whether or not the works were intrinsically interesting. So, we can say that motivation to learn might come from intrinsic or from extrinsic sources and parental motivations are the strong pillars of persuading the types above of motivation into reality (Wanja, 2015).

Parents contributed much better in creating enabling environment for their children to learn better. Ohiwerei and Nwuso (2009) mentioned that the home libraries and books

motivate students for better academic performance in Business Studies in school. Students who are motivated by their parents are likely to perform well in their examinations. Ahmad and Najeema (2013) stated that parental motivation is one possible factor, that influences the students' academic performance through given their children gifts whenever they perform well academically. Warren (2009) viewed that children's home background is one of the factors of variations in students' academic performance. Every family attached a different value to their children education, and this eventually affect achievement positively or negatively. Homes differ on possible factors that which may include parental educational attainment, materials, parental encouragement, parental income, family size to mention but a few all affect the children motivations in working hard to succeed in all their curricular and extracurricular activities.

In Nigeria, little attention has been paid to the home background as a possible factor that affects a student's motivation to perform well in school. Motivation reduced the level of children negative perceptions of students on Business Studies (Abdulaziz, 2015). The students' academic performance motivation is used to mean the children need or drive towards the achievement of success in academic work (Kerubo, Kinga and Mukolwe, 2015). Udoh (2012) noted that the students perform better academically when their parents provide basic educational aids and equipment in Business Studies. Ogodo (2012) stated that the motive to excel in academic work requires a lot of sacrifice from parents in terms of motivations. In the process of learning, motivation plays a significant role in improving students' academic performance in Business Studies. Many researchers revealed that students who are gain higher motivation are more likely to join a study inclined group and have a lower case of dropout rates (Onah, 2012). As a result of these poor parental motivations, many children were psychologically affected and thus, lead to poor academic performance.

Academic performance refers to what students achieve in their studies and how they cope with or accomplish different learning experience given to them by their teachers. Ibrahim (2011) reports that in educational institutions, success is measured by academic performance or how well a student meets the target set out by the institution. Academic performance as opined by Russon and Wanous (2016) refers to successful accomplishment or performance in a subject area. It is indicated by grades, marks, and scores of descriptive commentaries. Also, the academic performance of students can be measured by taking records of their grades after evaluation or final examinations. When a student scores an 'A,' such a student can be said to be performing well or better than when he or she scores 'E' or 'F.' Udoukpong, Emah, and Umoren (2012) pointed out some factors that are capable of determining the academic performance level of students in a particular subject or course of study. These factors include school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, students to teacher ratio, and parental motivation, among others.

It is by this background, therefore that the study seeks to determine the influence of parental motivation on business studies students' academic performance in secondary schools in Kaduna State, Nigeria.

Statement of the Problem

The present poor academic performance of students in Business Studies as reflected in the Junior Secondary School Certificate Examination (JSSCE) report by the Chief Examiners of Kaduna State Education Resource Centre on students' academic performance, cited in all the Five Educational Zones in Kaduna State from 2015 to 2018 sessions is of utmost concern. The report revealed a decline in students' academic performance is based on a credit pass percentage in the year 2015 by 39.69%; 2016 by 34.34%; 2017 by 33.23%. and by 32.21% 2018 Based on the above evidence, revealed that something is wrong. From the researcher's observation and interaction with some teachers and students offering Business Studies in Kaduna state in the year 2019, it is evident that some believed that parents' influence, in terms of their level of motivation and line of occupation are some of the causes of poor academic performance, while some teachers were of the view that since the subject is mostly practical in nature, it should be exclusively for male students. Some people believed that those who are not performing well in Business Studies are mostly females. Others, however, expressed a contrary opinion, stating that female students performed better than male students. The parental motivation may likely influence low academic performance (Basit, 2016).

There are different opinions of parents during Parent-Teacher Association (PTA) meetings in both Public and Private Secondary Schools in Kaduna State on the low academic performance of their children in the last 2017/2018 JSSCE in schools. This persuaded the researcher to determine whether, parental motivation has influence on students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State.

All these constitute the problems that prompted the researcher to carry out this study, to identify possible solutions, using empirical evidence.

Objective of the Study

The main objective of the study was to determine the influence of parental motivation on business studies students' academic performance in secondary schools in Kaduna State, Nigeria.

Specifically, the study sought to:

Ascertain the influence of parental motivation on students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State.
Examine the difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State.

Research Questions

Based on the specific purposes, two research questions were raised and answered.

1. To what extent does parental motivation influence students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State?

2. What is the difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State?

Research Hypotheses

Based on the specific purposes, two hypotheses were tested at 0.05 level of significance:

H₀₁ : Parental motivation has no significant influence on students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State.

H₀₂ : There is no significant difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State.

Method

The design of the study includes descriptive survey and ex-post facto design. This is because the study aimed at determining the possible cause and effect relationship between the parental motivations on students' academic performance in Business studies. The descriptive survey design was appropriate because it is a design that a group of people are studied by collecting and analyzing data from such a group of people who are considered to be a representative of the population (Okwor, 2011). The ex-post facto research design according to Simon and Goes (2013) is a systematic empirical study in which the researcher does not in any way control or manipulates independent variables because the situation for the study already exists or has already taken place. The population of the study was 506 junior secondary schools, and 69,487 students which comprise of 36,282 males and 33,205 females in 2017/2018 academic session in Kaduna State who are the target of the study. The sample size for the study was 15 schools, three from each Educational Zones to facilitate data collection. Three (3) schools represented each zone out of the five (5) educational zones in the state. A total of 382 students were sampled randomly from five Zones and JSS III. The instrument for data collection for this study was structured questionnaire with 11 items for students and the student record of academic performance was collected and used for the year 2017/2018 academic session. In the questionnaire, the items were based on 4-point scale, and weighed on the following scales: Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Medium Extent (ME) 2 points, Low Extent (LE) 1 point $(4+3+2+1) = 10$. $10/4 = 2.50$. Cut off Point for Decision. Test-retest method was used for the purpose of establishing the reliability of the instrument; the responses from the two administrations of students were correlated using Pearson Product Moment Correlation (r) and the result of the analysis showed the correlation coefficient of 0.76. Thus, the instrument was considered reliable for gathering data for the study. The researchers and research assistants visited the 15 schools, three schools from each of the five Zones for the study and administer the research instrument at their respective premises. A total of 382 questionnaires were administered to students, and 380 were returned. The students result sheets for the year 2017/2018 session were collected and used. Mean and standard deviation were used to analyse the data collected to answer the research

questions. The null hypothesis one was tested using Simple Linear Regression (SLR) and Z-test in the test of hypothesis two respectively in order to determining the existence of the significance to reject the null hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent does parental motivation influence students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State?

To answer research question one, the responses obtained from despondence was analysed using mean and standard deviation as shown below.

Table 1: Presents Mean and Standard Deviation of responses on Influence of Parental Motivation on Business Studies Students' Academic performance, n = 380.

S/N	Items/Statements	\bar{X}	SD	Decision
1	Motivation reduces the level of children's negative perception of Business Studies.	3.35	1.83	High Extent
2	Students perform better academically when their parents provide basic educational aids and equipment in Business Studies.	3.51	1.87	High Extent
3	In the process of learning, motivation plays a very important role in improving students' academic performance in Business Studies.	2.99	1.73	High Extent
4	Students who are motivated are likely to perform well in their Business Studies examinations.	3.15	1.77	High Extent
5	Parental motivation is one possible factor that influences students' academic performance in Business Studies.	2.90	1.70	High Extent
6	Parents' concern about their children's grades and performances motivate students' academic performance in Business Studies.	3.71	1.78	High Extent
7	The development of early academic motivation encourages students to learn Business Studies better.	2.65	1.62	High Extent
8	Home libraries and books motivate students for better academic performance in Business Studies in schools.	3.20	1.78	High Extent
9	Students feel happy and motivated when their parents discuss their academic progress with them.	3.51	1.87	High Extent
10	Parents motivate students by paying for their school field trips and excursions in Business Studies.	3.37	1.83	High Extent
11	Students perform better academically in Business Studies when their school fees and other school levies are paid promptly.	3.09	1.75	High Extent
	Grand Weighted Mean	3.22	1.77	High Extent

Source: Field Survey, 2018.

Table 1. Revealed the respondents mean rating and standard deviation of the extent of the influence of parental motivation on students’ academic performance in Business Studies in Junior Secondary Schools in Kaduna State. The responses of item one to eleven in the questionnaire were analysed and the study revealed that parental motivation have a positive influence on students’ academic performance in Business Studies in Junior Secondary Schools in Kaduna State. (The grand weighted mean was 3.22, and the SD stood at 1.71).

Research Question Two: What is the difference between males and female students’ academic performance in Business Studies in Junior Secondary Schools in Kaduna State?

To answer research question two, the data collected were summarize in Table 2.

Table 2: Analysis of Differences in Academic performance between males and female students, n = 380.

Variable	Gender	N	Mean	SD.
Students’ Academic performance (Scores)	Males	195	58.78	7.67
	Females	185	57.95	7.61

Table 2 revealed the students’ academic performance (scores) in Business Studies in junior secondary schools in Kaduna State. The N for male students was 195 with means scores of 58.78 and standard deviation valued at 7.67. While N for female students was 185 with means scores of 57.95 and standard deviation valued at 7.61 respectively. Thus, the results established that there is no difference between the males and female students’ academic performance in Business Studies in junior secondary schools in Kaduna State, Nigeria.

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

H₀₁: Parental motivation has no significant influence on students’ academic performance in Business Studies in junior secondary schools in Kaduna State. The test of this null hypothesis can be seen as summarise in Table 3.

Table 3: Summary of Simple Regression of the Influence of Parental Motivation on Business Studies Students’ Academic performance

Variables	B Unstandardized	Std. Error	T	Sig.	Beta Standardized	R	R ²	Add. R ²	Dec.
Parental Motivation	41.368	5.099	8.113	.000					
Students’ Academic performance	.006	.183	.033	.000	.931	0.931	.864	0.757	H ₀₁ Failed to Retain

*Significant, p< 0.05.

Source: Field Study 2018

Table 3 reveals the analysis of parental of motivation in relation to students' academic performance. The table, indicates that R^2 value is .864, Beta = .931 and $p = .000$. This implies that 86.4% of students' academic performance was dependent upon the parental of motivation of the students. Thus, since p - value of .000 is less than the level of significance of 0.05, this implies that parental motivation has a significant influence on students' academic performance in Business Studies. Therefore, the null hypothesis which states that the parental motivation has no significant influence on students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State was rejected.

H_{02} : There is no significant difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State.

The test of this null hypothesis can be seen as summarise in table 4 below.

Table 4: Summary of Z-test Difference between Males and Females on Business Studies Performance in Junior Secondary Schools in Kaduna State

Variable	Gender	N	Mean	Std. Dev.	Std Err.	Df	Z- Calculated	Z- Critical	Sig. (P)
Students' Academic performance	Males	195	58.78	7.67	1.047	380	1.281	1.96	0.199
	Females	185	57.95	7.61	1.303				

Calculated $Z < 1.96$, calculated $p > 0.05$.

Source: Field Study 2018.

Table 4 revealed that there is no significant difference in the students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State. This is because the calculated P value of 0.199 is greater than the 0.05 alpha level of significance. The Z-calculated value of 1.281 is lower than the Z-critical value of 1.96, at Df. of 380. Thus, their calculated mean scores were 58.78 and 57.95 for males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State respectively. Hence the null hypothesis which stated that there is no significant difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State is retained.

Discussion of Findings

The findings of research question one in Table 1 and test of null hypotheses one in Table 3 parental motivation has no significant influence on students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State, indicating that the hypothesis was failed to retain. The data collected revealed that parental motivation has a significant influence on students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State. This result is in conformity with Mduevesi (2012) who viewed that out of the many effects that the family background may have on the students' academic performance , motivation was singled out as the major factor that influences the students' academic performance .

In support of that Maduewesi (2012) further stated that middle class parents express great interest in their children's education as indicated by: more frequent visits to school to discuss children's progress; buying relevant text books and other necessary materials needed in the school for their children. In support of this view, Agu (2010) asserted that motivation is an integral aspect of learning, indicating that different motivational constructs are correlated with effective classroom learning and achievement. This view implies that motivational patterns relate to students' academic performance. Again Abdulaziz (2015) stated that motivation reduced the level of children negative perceptions of students on Business Studies. The findings of this study is also in agreement with Oluigbo (2015) who observed that high motivation and engagement in learning by parents have consistently been linked to reduced dropout rate and increased level of academic success in Business Studies for students. The result of this study reveals that parental motivation influences students' academic performance in Business Studies in junior secondary schools in Kaduna State at $P \leq 0.05$.

The findings of research question two in Table 2 and test of null hypotheses two in Table 4 which looked at the difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State. The data collected for this objective was analysed and the result revealed that there is no significant difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State.

Conclusion

After statistical analysis of the data, the researchers arrived at the following conclusions. It was found that: parental motivation positively influences students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State. Thus, the students showed good academic performance in Business Studies whose parental motivation was more as compared to those students whose parental motivation was low. The implication of this is that the rate of poor students' academic performance in Business studies will continue to rise and these will lead to high number of drop-outs, kidnappings, insurgency in Kaduna state, and Nigeria at a whole.

It was also concluded that there is no difference between males and female students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State. This means that students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State is not depend on a gender perspective. Finally, from review of literature and findings of this study it was found and concluded that parental motivation has a positive significant influence on students' academic performance in Business Studies in Junior Secondary Schools in Kaduna State, Nigeria.

Recommendations

Based on the findings obtained in the study, the researchers make the following recommendations:

1. Parents should provide their children with adequate learning materials that will increase their academic performance in Business Studies in Kaduna State.
2. Parents should work hard to provide conducive atmosphere for their children and all other reading and learning materials to both their males and females for better academic performance.

References

- Abdulaziz, N. (2015). *Business studies for beginners*. Kaduna, Nigeria: Maza Education Nigeria.
- Ahamad, K. & Najeema, B. M. Y. (2013). Influence of social-economic and educational background of parents on their children's education in Nigeria. *International Journal of Science and Research Publications*, **3** (2): 10-15.
- Agu, S. (2010) Relationship between Motivational Patterns and Students Academic performance in Secondary Schools in Enugu Education Zone, Enugu State, Nigeria. An unpublished M.Ed. Thesis of University Nigeria Nsukka, Enugu: Nigeria.
- Awodi, R. (2017). Junior secondary school teachers and students' appraisal of some key factors in the teaching of junior secondary school business studies. An unpublished M.Ed Degree Thesis Submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Basit, A. O. (2016). Influence of peer group relationship on the academic performance of students in secondary schools. *Global Journal of Human Social Science, Art and Humanities Psychology*, **1** (6): 434-468.
- Federal Government of Nigeria (2013). *National policy on education*. Lagos: NERD Press.
- Federal Ministry of Education (2017). *Report of upper level of education*, Lagos: NERD Press.
- Feso, M. M. (2015). Influence of parental motivation on business studies academic performance of students. *International Journal of Education*, **5** (4): 643-670.
- Ibrahim, S. (2011). *Impact of Accounting Background, Gender, and Motivation on Performance of Business Education Students in Introductory Accounting in Federal Universities in Nigeria*. An unpublished Doctorate Dissertation presented to the School of Postgraduate Studies, Ahmadu Bello University, Zaria
- Kaduna State Post Primary School Management Board (2018). School records for Junior Secondary School. An unpublished school records. Kaduna, Nigeria.
- Kaduna State Education Resource Centre (2018). *Junior secondary school results*. An unpublished school records. Kaduna, Nigeria.

-
- Kerubo, F. O.; Kinga, N. & Mukolwe, N. (2015). The influence of parents' socio-economic status on students' academic performance in public secondary schools in Keumbu Division, Kisii County, Kenya. *IOSR Journal of Humanities and Social Science (IOSRJHSS)* **20** (11), 20-26. www.iosrjournals.org DOI:10.9790/0837-201132026
www.iosrjournals.org20|Page.
- Maduwesi, E. (2012). Home process variables that are related to educational environment. *Nigerian Journal of Education*, **2** (2): 69-85.
- Majoribanks, K. (2009). Family learning environments and students' outcomes: A review. *Journal of Comparative Family Studies*, **27** (2): 373-394.
- Muola, J. M. (2010). *A Study of the Relationship between Academic performance Motivation And Home Environment among Standard Eight Pupils*, in *Educational Research And Reviews*. Egerton University of Kenya.
- National Examination Council (2017). NECO Result Analysis 2015-2017. <http://www.neco.nigeria/news.htm>.
- Ogodo, F. A. (2012). Parental socio-economic background as a determinant of student's academic performance in selected secondary schools in Calabar Municipal Local Government Area, Cross River State, Nigeria. *Journal of Education and Practice*, **3** (16): 2012-2057.
- Ohiwerei, F. O. (2009). Job prospect for business educator university graduates in Nigeria. *Current Research Journal of Social Sciences*, **1** (3): 70-73.
- Okwor, O. R. (2011). ICT awareness among technical college teachers in Benue State, Nigeria. *International Journal of Vocational and Technical Education*, **3** (6): 75-80. Retrieved on October 7, 2011 from <http://www.academicjournals.org/IJVTE>.
- Oluigbo, H. A. (2015). Influence of gender, parents educational qualification and occupation on performance of Business Education Students in Kaduna and Kano. An unpublished M.Ed Degree thesis submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Onah, A. E. (2012). Effect of motivation on students' performance in mathematics. An undergraduate Project Submitted in the College of Agric. And Science Education, University of Agriculture, Makurdi: Benue.
- Osuala, E. C. (2013). *Business and Computer Education*. (3rd ed.). Enugu, Nigeria: Cheston Agency Publishers Ltd.
- Russon and Wanous in Akindele (2016). Multifaceted Nature of Intrinsic Motivation: The Theory of 16 Basic Desires. *Review of General Psychology*, **8** (3): 179-193.
-

- Simon, M. K. & Goes, J. (2013). Ex-port-factor Research. Dissertation and Scholarly Research: Recipes for success. Seattle, WA: Dissertation Success. Retrieved from desertation recipes. Com on 1 January, 2020
- Sithole, B. M. & Lumadi, M. W. (2012). Pedagogical challenges besetting business studies teachers in secondary schools: A Botswana perspective. *Journal of Social Science*, **32** (1): 71-80.
- Udoukpong, B. E.; Emah, I. E. & Umoren, S. E. (2012). Student attitudes, parental influence and career aspirations in academic performance in entrepreneurial curriculum, *Academic Research International*, **2** (1): 48- 51.
- Wanja G. M. (2015) *Parental determinants of academic performance of learners in public secondary schools in Imenti North Sub-County, Meru County, Kenya*. An unpublished M.Ed thesis submitted to Postgraduate School, Kenyatta University: Kenya.
- Warren, A. (2009). Social class and socioeconomic status: Relevance and inclusion in MPA MPP Programs. *Journal of Public Affair Education*, **17** (2): 187 – 208.