

**Parents' Occupations and Students Basic Education Sustainability in Urban Area in Sokoto State Nigeria****Awwalu Muhammad Inuwa Ph.D**Department of Educational Foundations
Faculty of Education and Extension Services
Usmanu Danfodiyo University Sokoto**Abstract**

The possible limitations for the ability of parents' occupation to support student's basic education was examined in urban areas Sokoto state Nigeria. The paper argued that, despite the universalization or democratization of access to basic education and to be free and compulsory, the rate of students' dropout is at the increase yearly. This is associated to various parents' ability or inability to sponsor children education, which is predetermined by the nature of parents' occupation. The study used parental factors and school climate scale to collect data from two groups (students/parents of dropouts & non-dropouts), each respondent was 780. Chi-square cross tabulation was used to examined the relationship of various parents' occupations (civil servant, business, workers of private organisation, non-worker) on students' basic education. The finding suggested an influential relationship of various natures of parents' occupations on the limitations of children education, by either influencing dropouts from school or supporting non-dropouts to complete schooling. Apparently, parents' occupation, which determined income and prophesizes social mobility (social class and family financial ability) were seen to be related to parent's educational background, and further predicts that types of occupations, with exceptional upsetting consequences on the future of students' education in urban Sokoto state, Nigeria.

Key words: Parents occupation, Basic education, Dropouts, Urban areas Sokoto, Universalization

Introduction

Education is continuously acknowledged and glorified by global communities for its undisputed contributions to individual and national development. But it is very true that parents need to be able to sustain the educational career choice of the children. This implies providing all socio-economic and academic support to the children after getting access to the schools. However, to sustain education (Broadhead, Meleady, & Delgado, 2008) by parents is to meet up to the required facilities that will enhance student's education career. But meeting up with this demand remain a persistent challenge to over 15 million Nigerian children who dropout from school (Abebi, 2004; Abraham, 2011). This challenge of students sustaining schooling can be attributed to poor or lack of institutional or government and parents supports to sustain student's education (Allen & Burgess, 2010). The alarming educational deficiencies in Nigeria like issues of providing educational facilities and support to students by parents is making school accessibility to all and indeed Urban area Sokoto difficult (Aluede, 2006; Arena & Adelabu, 2012). This alarming difficulty within students of Junior secondary schools could be seen as part of the factors that prompted the present democratization of education (Universalization of basic education) (Sua, 2011). Federal Republic of Nigeria, Federal

Ministry of Education (FME) (2004) posits that, the present system of universal basic education (UBE) as introduced in 1999, among its philosophy was to make education compulsory to all school age children of the country. This assertion is regardless of students, parental and individual socioeconomic status, and demographic location, religious and ethnic barriers (Yusof, 2006). Parent occupation is one basic tool to sustain family life and their basic social need in all societies including children educational needs and security (Grzywacz & Marks, 2000; Vereecken, Maes, & De Bacquer, 2004).

Occupation refers to different types of jobs, social careers as spelt out and made available and recognized by society. Some are attached to skills or educational qualification (bearing in mind content knowledge) or competence, which further serves as the nerve of individual family means of attaining social goal and mobility, hence affects student's life chances in education (Bowles & Gintis, 2002b; Gijssberts, 2002). The occupation (Job, sources of income), means of income, economic social security, involving parents' personality, social mobility, social class and ability to satisfy family daily basic need play a grate role in children schooling career (Wiggan, 2007; Budría & Moro-Egido, 2008). Parental occupations and the responsibilities attached are towards training of a child (students). Training (child up bringing) is complex in nature, which involved internal (feelings, caring, love, passion) and external factors (money, gift, and materials) (Blunch, 2006; Araujo & Taveira, 2009). These practices and activities are primarily towards positive development of a children education career, which implies that the absent of these factors can be hypothesised to attract failure in students' educational career (Ebigbo, 2003; Grusec, 2006). Though, parental lack of support and community or institutional failure has a long-time effect on students' education career, which includes their nature of socialization and types of confidence, competency and skills building. Parents occupations types, which predict poverty social mobility and influences parents' attitudes are consequently extended to parents' authoritativeness, responsiveness, friendliness, supportiveness, democratic features and demandingness (Osiruemu, 2007) a means of behavioural control, disciplinary approaches, and act of supervising children at home and throughout social educating period of training (schooling) (Grusec, 2006)

Types of parents' occupations seems are strong factors for measuring the level of child success in education career; this argument summarily posits the existing correlation of home social status through parents' occupation on their students' education in Sokoto State of Nigeria and in various societies (Inuwa, 2014). According to Macionis (2012), parents' occupation is among the factors that can serve as a yard stick for assessing individual social ability. This undoubtedly helps to attain success or detriment the chances and ability for the individual child (student) to succeed in education, because various parental occupational income and social abilities are factors that influences parents' responses to students' daily educational request (i.e. school daily artificial cost) (Lyons, 2001). In the view of Meighan and Siraj-Blatchford (2004), parents' ability or their inability to sustain children education in the form of complete and total social, academic and psychological supports are tied to parents' social comfort with their personal wellbeing, which is related to occupation types and social security. By implication occupation types influences social class and they are attributes that inherently has a constant influence on the social educational life of pupils and students at the

basic level (Bass, 2003; Buss, 2010). Parental occupations lead to various responses which are independent of their personal interest but in most cases are dependent on other extrinsic factors like job and income. The above factors (types of parents' occupations in Urban area Sokoto state) are predictable variables directly or indirectly on basic education career of students. This can either help student to complete school, on the other hand it can remain a militating factor that facilitates students' inability to sustain schooling career and finally dropout.

Going by the importance attached to family social security in both traditional and modern society, parents' ability to protect and provide for members of the family keeps evolving to a more complex state in the contemporary society (Belcher, Peckuonis, & Deforge, 2011; Davis-Kean, 2005). This can be associated to the fact that modern societies are growing faster than expected and the trends of social changes and modernization in all facets of society including sustaining family demand is at the height and is continues (Israel, Beaulieu, & Hartless, 2001; Kruger, 2010). However, the arguments on parents' occupation have the same bases of social economic difficulties and accessibility to social facilities by parents (Busato, Prins, Elshout, & Hamaker, 2000).

There was and there is a strong relationship between individual ability, based on occupation and students' chances to school. This position goes far to indicate parents' occupation influences on residential location, types of school for children (class school, private, public or schooling in foreign but developed country), and social class choice in any society (Ayemi, 2006; Allen & Burgess, 2010). Thus, the fate of children basic education career is connected to parental occupations in all societies across the globe (Ananga, 2011). This posited that parents' occupation is undetectable from children social security, wellbeing and successful education career (Bowles & Gintis, 2002b; Giddens, 2006). The major factor affecting education of children positively or otherwise is the subjective nature of younger generation to the elite's dominant ideology to create their world for them. Therefore, the generation of parents either it is socioeconomically productive or unproductive; its intergenerational strength in being resourceful in society is significant to the educational career of children (Bowles & Gintis, 2002b; Schmitt & Kleine, 2010).

Social class in societies is a manifested consequence from the income differentiations, which supports parents' effort to sponsor students to school and ideologically influences perceptions to the importance of education to individual families. Bowles and Gintis (2002a), posit that, parent's educational attainment has a direct impact on family and children life style ability, expectances, strive to success or the silent acceptance of failure. Education as posited in society is a tool for possible equal access to an occupation that is lucrative or otherwise and the level of education influences class, income and subsequent education chances for children (Mattar, 2012).

Lack of good income is through types of occupations and this has a tie to educational level or skills which produces types of poverty like; absolute, relative, social exclusion (Macionis, 2012). In this regard poverty is a social condition stage of deprivation, measured by social factors like; lack of sufficient food and money to buy basic needs at home, lack a house to live or absence of good house, lack of cloths, absence of medical care and the means

to maintain simple but descent standard of living (Benjamin, Chine, Uguru, & Nnaemeka, 2006). If these factors are associated to occupations and the conceptual and ideological position stand, therefore average Nigerians are poor and majority of the Sokoto inhabitants' dwell in one nature of poverty or the other. Therefore, the possibility to have a generation in this 21st century that are free from poverty related social attributes and successful education will remain a challenging factor to students and their families. This argument is because majority of Nigerians and people in Urban area Sokoto state live on less than (\$1, one US dollar per day), which is against the expected living standard going by the World Bank (2018) report that a poverty line was defined as one living on the equivalent of \$2 per a day.

In Nigeria over a million of people enter the 21st century with sever different poverty positions and majority of these categories of people cannot be able to read, write or sign their names (FGN [NBS], 2012). Poverty is one basic reason for individual family education failure; this indicates the failure of modern Nigeria societies to institutionalize economic strategies to up lift social life standard for all, this is a glaring fact that can be used to conclude or predict possible students' education outcome. Among the states, Sokoto had the highest [relative poverty] rate with 86.4%, and [absolute poverty] rate with 81.2%. To this background, the education of the children in Sokoto state is facing serious challenges, due to poverty which was a manifestation of lack of parental occupation (unemployment to white- or blue-collar job) or poor nature of income by the individual family hood. This had been identified as a major setback in the pursuit of education, it reduces students school attendance rate, increases social risks, hinders academic achievement and raises the rate of dropout's students daily in societies (FGN [NBS], 2012). The social condition of lack of paid job or insufficient income from the available types of parent's occupation has introduce other family member to engage in kinds of unskilled or paid job to support the family. This gesture come in the form of parentification, child labour, child trafficking, exploitation, sexploitation all in an effort to survive the challenges of basic social needs excluding education, which in this nature will be termed as part of luxuries but not basic social security (Hooper, Doehler, Wallace, & Hannah, 2011).

Occupations, which are related to being employed, either by government agencies/ministries, private organisations, or self-employed/business in Nigerian societies plays a significant role in developing family life style, level of social security, social class placement and the level of social life chances the children (students). Different occupations have differently income, and the consequences of the variations in occupational outcome affects children education and the family level of expectations in social life chances and the ability to secure a better or affluent social status in all societies, including that of the Urban Sokoto (Beegle, Dehajia, & Gatti, 2002; Boykin, Tyler, Watkins-Lewis, & Kizzie, 2006; Davis-Kean, 2005). Some occupations in Sokoto society and indeed the global communities are highly rated, with higher income and upward social mobility like medicine, pharmacy, accountancy, engineering, and many more. This social occupational classification or stratified encampments is influenced by the nature of education that the individual acquire and has direct effects on child educational accessibility in quality, levels or limitations (Broussard, 2010).

Going by the fact that there are occupations that income classifies them differently in societies compared to low income earners. Therefore, a family capital or home cultural backgrounds of parent's which priority is not on modern education, will be inferred to as less interested and less encouraging in western education [academic or school] activities. Most parents with low socioeconomic background have no interest in children western education pursuit in most communities of Nigeria with high rate of poor or low family status. Parents whose life is uncomfortable compared to the life of the haves in Nigerian societies, exhibits reluctance attitude toward children education and they will fail to encourage, sustain or support children education, which results to educational failure or dropouts (Ananga, 2011; FGN [NBS], 2012). This (occupational limitations) has technically, limited educational career and the limitation has unlimited effects on family social mobility which correlation effects has a lasting implication on the later life of children educational chances and family expectations. The majority of this class of students who are affected by the parental social precondition limitations of occupations end up in poor social status educationally and otherwise like their parents in urban Sokoto Nigeria. This position is in line with that of intergenerational social mobility, which studies and literature has indicated a strong tie to student's life chances and parent's socioeconomic status (Macionis, 2012).

In families with poor socioeconomic status, low educational background, over populated family size with inadequate resources, children face the challenge of weak parental support towards all socio-educational chances. This affects them morally, socially or economically, because to attend and sustain schooling stand to be a challenge to their social expectations, abilities, chances and willingness. These factors and more make students to skip school and in other cases stop school and dropout to engage in either parentification (Hooper et al., 2011), child labour and hawking or result to social indiscipline that later become a trait to society's dominant ideology of social conformity (NAPTIP, 2007). Eventually, most Nigeria children from low class families have to hawk trade or take the role of self-care where necessary. Over 15 million children engage in domestic services in Nigeria urban cities and in most part of the northern Nigeria thousands of school aged children are left under high state of social insecurity as street children (Mullen, Goyette, & Soares, 2003; NAPTIP, 2007; Omokhodion, Omokhodion, & Odusote, 2006).

Statement of the Problem

Occupational differences are social phenomenon which affects history of individual society. Thus, no society ever operates on equal societal footing of status, educational provision, contents of knowledge to be acquired, social placement, occupational status or benefits. Therefore, the basic position for conviction is on the issues of credential societies under the track of education and qualifications, with stratified information in the name of subjects' differences, variations of class degrees under the cover of individual differences of ability and social economic positions of various families. Parents in Nigerian society have strong and direct influence on child education and general life chances. This can lead a child to dropout or not to dropout in school. The occupational support of parents influences children types of schools, chances to go to school and this can either be (community schools, class,

private or public government school). Parents occupation is equally a factor that leads to the selection of school for better educational outcome, in this case the quality of school climate, involving resources for teaching are learning differs completely and the selection by parents is guided by ability. Productive school make the first step of predicting a successful or unsuccessful basic education career in Urban area of Sokoto Nigeria.

Methodology

The original study which is a thesis adopted Mixed Mode (MM), a combination of qualitative and quantitative methods. In the study methods help to complement each other and this exercise uses a simple survey throughout (Creswell, 2009). The MM used in the study make the findings to have confident and valid conclusion. The population of the study were dropouts' and non-dropouts' students from 30 junior secondary schools in Urban area of Sokoto state Nigeria. According to the National Population Commission (2009) the study area had 49,214 children age 14-15 and about 25,791 are not in their schools. The sample population required of these figures 25,00 to 40,999 is 378 and this was rounded up to 390 for each of the group (dropouts and non-dropouts). Each student in a group and their parents responded to one questionnaire each, which make the study to have 390 by 4 =1560. In identifying the dropouts, school register, teachers record for continues assessment and school admission record for home address was used to locates dropouts and their parent's homes. The instrument adapted for the study has (section A) demographic information, and this part was used for the study. Generally, the instrument had 60 items and was subjected to factor analysis with the population of 200 and the output was as follows ($r =.3$ and above, Bartlett's Test Sphericity was $<.05$ and Kaiser Meyer-Oklin [KMO] was $>.06$) confirmed it is suitable for the study (Pallant, 2005). A trial test was carried out with 120 participants and the Cronbach Alpha was .852 which was recommended for the study.

This part of the study is interested in reporting only one variable (parental occupation) of the entire eight thesis variables (parents' occupation, socio-economic status, residential location, religious believe, school culture, classroom ecology, school physical plant and administration) of the study. This report the relationship between parental occupation and student educational pursuit in Urban Sokoto Nigeria.

Result and Analysis

Research Question 1. Is there any significant relationship between parents' occupation and students' dropouts in basic education career of students in urban Sokoto, Nigeria?

H₀₁. There is no significant relationship between parents' occupations and students' dropouts in basic education career of students in urban Sokoto, Nigeria.

The findings of this study were presented using Chi-square, this is because the study is interested in finding the relationship of different parents' occupations on the basic education career of school age children in Urban Sokoto, Nigeria.

Table 1. Demographic Information of Parental Occupation and Students Dropout

S/ N	Group s	Population	S/ N	Educatio n	Percentage s	S/ N	Occupation	Percentage s
1.	Group1	390	1.	Formal education	425(27.2%)	1.	Civil servants	266 (17.1%)
2.	Group2	390	2.	Non- formal education	891(57.1%)	2.	Business	840 (53.8%)
3.	Group3	390	3.	Others	244(15.6%)	3.	Private organisation s	319(20.4%)
4.	Group4	390	4.			4.	None	135(8.7%)
	Total	1560(100%)						

Table 1 presents demographic information for the students and parents who were involved in the study, as indicated the percentage number for each group is 390. The information was on parent’s occupation and education with the following classification of findings; civil servants 266 (17.1%), business 840 (53.8%), private organisation 319 (20.4%), others 135(8.7), they did not belong to any of the stated categories of occupations. For education, the formal education had 425(27.2%), non-formal education was 891(57.1%), while 244(15.6%) were not in any of the stated educational categories of this study. Thus, majority of the participants belongs to non-formal education category, which was about 72.7% of the entire population of the parents and only 40.7% of the population were workers. Consequently, the percentage of parents without formal education is very low and those not working as civil servant are high. This tries to put that the predication of dropout’s student will be high considering higher rate of non-working parents and that of uneducated (formal education) parents’ population in the study.

Table 2. Chi-square Tests for Parental Occupation on Students Basic Education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	139.465 ^a	3	.000
Likelihood Ratio	142.651	3	.000
Linear-by-Linear Association	.160	1	.690
N of Valid Cases	1560		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 67.50.

Table 2, above is a Chi-square test for parental occupation and the group’s, and student’s basic education. The test indicated that, there was a statistically significant relationship between limited parents’ occupation on student’s basic education career in urban Sokoto Nigeria as the (Chi-square $X^2 (df 3) = 139.465, p = .001 < .05$). This suggested a statistically significant value of (.001 < .05). Therefore, the null hypothesis was rejected.

Discussion of the Findings

Chi-square test was used to examine the relationship of parents’ different occupations (civil servant, business, private organisation and others) on student basic education career, which consequently led to dropouts and others non-dropouts in schools of urban Sokoto. The result suggested a statistically significant relationship, which indicated that, various parental occupations (job) (means of monetary income) were factors that influenced family social

security, family level of social expectation, chances to success in societies and ability to secure good education for children. Students' basic education career, the chances to have access to school and remain a successful student depends on the individual family educational level, which is what predicts parent's occupation and subsequent income that secure the family wellbeing socioeconomically.

This equally predicts their educational chances and ability to sustain children and to excel in school related activities, because the school is demanding and this depends on parent's ability to provide basic school daily need in terms of monetary issues or reading and learning materials (Hooper et al., 2011). This is because the family economic strength and wellbeing depends on parents' occupation (job & income), the stronger and weaker families in term of economic ability and other social facilities have different social expectation from society and educational results from their individual students in the school. Parents' ability to make positive decision on how to provide education, social security, shelter and good health care for their children depends strongly on social factors like occupation and incomes, which are connected to parent's level of education, as this is what determined job type and nature of income. The nature of income within various families equally correlates with educational qualifications and specialization types (Bowles & Gintis, 2002a, 2002b;). This statement supported the findings, by probing that parent's occupation play a vital role in the ability to train children in education career, and ensure them a progressive intergenerational social mobility in societies, and to have a prosperous social status. By implication, the limitation of economic resource has direct influences on the limitation of students' education career in Sokoto society, which is associated to the nature and level of parents' education.

This is why parents are responsible for children chances to attend schools, cherish school culture and stay until the end of an education programme career (Ebigbo, 2003; FRN, 2004). Considering the importance of parents' occupation on children by the findings of this study and supported by literature, this research indicated that 59.3% of the parents were not in any categories of the identified occupations in Urban Sokoto. This result equally explained why the percentages of dropouts' students were at the increase, because no adequate parental occupational support on students' school related issues.

The problems of poverty in urban area Sokoto, just like in other parts of the Nigeria societies is the manifestation of lack of occupation, means of income or paid job by majority of the parents. To Macionis (2012) poverty can be absolute or social exclusion which is the predicting power for parents' ability or inability to sustain family and children educational needs. In Nigeria, over a million of people enter the 21st century with poverty (FGN [NBS], 2012). This explained the reasons why most family cannot afford to educate their children or provide social security for the entire family in general. The 59.3% of parents who were unemployed probed that majority of their children were school dropouts or will not be attending schools. The findings of this study were further justified by NBS, 2012 that parents recognised the importance of education to children, but poverty made parents to provide apprentice training to children together with schooling to minimise the level of poverty in the family. Sokoto state had the highest relative poverty rate with 86.4% and absolute poverty rate of 81.2%.The report justified why students dropped out to engage in child labour (car wash,

car watch, cobblers, hawking, vendors, scavengers, water vendors, NAPTIP (2007) as an alternative to education career (school) (Patrick, 2012). Despite the educational statement and facilities provided by Federal Government of Nigeria, parents need to sustain children in schools by providing all necessary materials and money; these are known as daily educational cost.

Conclusion

Parents' occupation is a yardstick, a social pre-condition for measuring and predicting family social economic status, family economic culture and family insurance or life style. Student's access to education and the resources to use, their educational productivity and successful education career depend on parents' income type and levels which is the product of individual parents' occupation.

Recommendations

1. Parents should endeavor to take advantages of the present social philosophy of universal basic education and ensure that their children gain access to education, sustain the procedure of schooling and complete school.
2. The community leaders should employ strategies of checking, identifying and ensuring that all parents take the advantages of the UBE scheme regardless of the social status.

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