

Influence of Family Background on Academic Performance of Senior Secondary School Students as expressed by Teachers in Ilorin Metropolis

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Abstract. Academic performance is a criterion to determine the level of progress achieved by students in their study. Different factors tend to influence students' academic performance, hence, this study investigated the influence of family background on academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis. The study also examined the variables of gender and educational attainment. Descriptive survey was adopted. Purposive and stratified sampling techniques were employed to select 200 respondents. A researcher-designed instrument entitled "Influence of Family Background on Academic Performance Questionnaire (IFBAPQ)" was used for data collection. A reliability co-efficient of 0.63 was obtained. Four null hypotheses were tested using t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. The findings of the study revealed that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children influence students' academic performance. The hypotheses tested revealed that there was no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender and teachers' qualification. Based on the findings of this study, it is recommended that parents should provide for the basic needs of their children in order to help them show positive interest in study, school authorities

should create an enabling environment for the students by providing required educational needs in order to make academic stimulating to them, teachers should interact with parents of the students to discuss the importance of providing adequate care they need for their total growth and development, and school counsellors should encourage the parents to relate and create interest in their children studies so that they can improve on their academic performance.

Keywords: Family Background, Academic Performance, Teachers

1. Introduction

Education is a process by which the mind of human being develops through learning at homes, streets, religious institutions like churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is the best legacy nation can give to here citizens especially the youth. Every nation hoping to have bright future needs to emphasize education because it is the only way to much development (Abiri & Jekayinfa, 2010). Education has also be considered as a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth.

Ali (2006) stated that education is a catalyst to the development of individuals, society and the nation as a whole. Dagbo (2014) also opined that education is an important tool for social growth, development and interaction of all elements in the society for its economics, social and political well-being. In Nigeria, education is recognized as an instrument for national development and this is reflected in the National Policy on Education (2013). Education is seen as a *sine qua non* for the government's development and reform agenda. Thus, in order to achieve the goals of education in Nigeria, the role of the family background on students remains cardinal and indispensable.

Success, in an educational institution is measured by academic performance. Over the years, the importance of students doing well in school has become the common concern of parents, legislators, teachers, counselors and psychologists. According to Bell (2002), parents devote a lot of resources to their children's education because they believe that good academic performance will provide a stable future for them. Also, Wilkins (2001) opined that many educational authorities have sought to find out reasons for the downward trend in the academic performance of secondary school students.

Uwaifo (2008) attributed the cause of poor academic performance of children to a combination of personal and institutional factors. The personal factors include the level of individual's intelligence, knowledge and ability, while institutional factors are family or parental influence. Olayinka (2004) pointed out that the family is the bedrock of any society. Obayan (2003) reported that a stable and well-developed childhood can be guaranteed by a stable family. The current bad economic status of the country has exposed children to undesirable challenges that have negatively affected their academic performance in school. This observation agrees with the report of Adeyinka (2009) that maladaptive behaviour arises when parents lack responsibility of their parenthood and children that were raised from economically disadvantaged backgrounds are more likely to have poor academic performance because they

lack some basic amenities such as food, clothing and shelter.

Abiri and Jekayinfa (2010) agreed that Nigeria is yet to have a philosophy of education when the economic status of the country is unstable. Petit, Laird, Dodge, Bates and Criss (2003) pointed out that psychological needs are potential sources of individual's personality and academic performance. In the same vein, Omolewa (2002) affirmed that academic performance of a child could be traced to the kind of friends he keeps and the home he comes from. Kilgore, Snyder and Lentz (2000) claimed that the family environment is the most powerful influence in determining a child's academic performance. It is obvious that families have substantial influence on a child's academic performance.

Akubue and Okolo (2008) defined family as a small kinship structural group with the key function of natural socialization of the newborn. Similarly, Okunniyi (2004), family is defined as a primary social group of parents, offspring and possible other members of the household. The family has the potentials to influence academic performance. This is because it is the first environment of the child and the initial experience. Family background of students determines how the child views himself and the way he views others. The society is a function of these two factors. In other words, the environment of the child at home determines his behavior as well as how he relates with others. However, the essential factors inherent in a home or family are the socio-economic, cultural and psychological factors. Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2010).

Children coming from different family backgrounds are affected differently by such family conditions, which is why some children have good family backgrounds while some have poor backgrounds. Formal education therefore remains the vehicle for human development which must start from the family. There are different categories of families. The major categories of families according to Anderson and Taylor (2000) include: Traditional

families—where the father is the major breadwinner and mother at home rearing children; divorced families—families that have been reconstituted following the breaking of marriage; single parent families—likely headed by women; step families—with new siblings and new parents stemming from re-marriage. A family could also be categorized as extended or nuclear. Extended families are those in which large group of related kin in addition to parents and children live together in the same household. This is the type of families prevalent in African countries. Nuclear families are families where married couple resides together with their children. This type of family is common in Western countries (Andersen & Taylor 2000).

Eamon (2005) emphasized that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic performance (Eamon, 2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child. The economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family

environmental factor is the structure of the family.

Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization or routines and schedules, In single parent families, children may suffer some psychological and social problems which affect their academic performance.

According to Jeynes (2002), the socio-economic status (SES) of a child is most commonly determined by combining parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual. Okunniyi (2004) identified three distinct socio-economic groups or statuses which are common in many countries. They are: upper class- which is made up of rich business men and top government officials among others; middle class which consists of skilled workers, professionals and middle ranked government workers and the lower class- which is made up of manual workers, petty traders and low income government officials.

Francis (2007) opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can

scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some families are likely to give their children poor academic background because of lack of financial support.

The socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspiration. Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. They also have easy access to information regarding their children's health, as well as social, emotional and cognitive development (Ojo & Yilma, 2010).

Samon (2005) reorganized seven ways of motivating students viz: awareness on the part of the parents of the value of education whether such parents are literate or illiterate; existence of books, newspapers, comic books; good nutrition and sleeping habit; adequate facilities for sleep, for study and for rest; satisfaction of physical needs like food, shelter and clothing; objects in the home which challenges the child's curiosity, reflected throughout the secondary school. Samon (2005) suggested that during primary socialization, middle-class children receive greater attention and stimulus from their parents. This forms basis for high performance in the educational system. Students from low socio-economic status families may not be strongly motivated to do well in school and may not be knowledgeable about techniques of being successful in school. High socio-economic status parents who have benefited in a variety of ways from education serves as effective and enthusiastic advocate of schooling (Carlson, 2003).

In line with this Okwulanya (2003) opines that motivation from educated parents strengthens

the academic aspiration and language development in their children to perform better in their academic work. According to the scholar, some children may come from homes where academic is much valued, where there are books around them and most of the time, they see their parents reading. Their parents may give them books as Christmas presents. They encourage them to read many books whether by organizing mini library for them at home or by encouraging them to use the state library. Okwulanya (2003) went further to emphasize that some children may come from illiterate homes, where no importance is attached to books. In such families children scarcely see their parents at home. In all, the researcher's conclusion is that motivated students are likely to engage in an activity more vigorously and more effectively than unmotivated one. Motivation is always goal orientated. The importance of parental level of education to academic performance of students cannot be over emphasized. Students from professional and to a lesser extent managerial occupational backgrounds exhibit higher academic performance Gary and Ezeji (2001) noted that parents like their children to take to their occupation, like parents who are lawyers, doctors, and musicians among others. Examples of such people in the country include Gani fawehinmi, the prominent human right lawyer, Oliver Akalite (Oliver De coque), Osita Osadebe who was famous musicians each of these great men had one or more of his children in their type of occupation. Uwaoma (2006) asserted that most vocational students were children whose parents were farmer or craftsmen.

In Nigeria most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, bricklaying, petty trading and others. In the study area, there is a seeming general poor performance among secondary school students. Evidences of the poor performances are seen in both students' internal and external examination. For instance, the available records of WAEC result analyses from 2005 to 2011 indicate downward trends in students' academic performance. According to the analyses, the performance levels of students are as follows:

2005-27.53%, 2006-15.56%, 2007-25.54%, 2008-13.76%, 2009-25.99%, 2010-24.94% and 2011 -30.99% (source: WAEC Lagos). It is against this background that the researcher investigated the influence of family background on students' academic performance of senior secondary school as expressed by teachers in Ilorin metropolis.

2. Problem Statement

The menace of academic failure among the young school graduates has stared both the government and stakeholders in the face. There is a consensus of opinion about the fallen standard of education as a big problem that is hindering the posterity of the Nigerian nation in terms of quality man power resources. Most students in secondary school experience academic problem that manifests itself in the form of academic poor performance. Many researchers have sought to find out the reasons for the downward trend in the academic performance of secondary school students.

Most students in Nigerian secondary schools are at greater risk of poor academic performance in both internal and external examinations (WAEC and NECO 2005-2011, source: WAEC Lagos). For instance, the available records of WAEC result analysis from 2005-2011 shows a continuous decline in students overall performance in school certificate examinations (WAEC). Government, parents, teachers and students blame one another for student' poor performance in schools, parents blames teachers for lack of dedication to duties. The teachers blame government for poor salaries hence they are poorly motivated, parent also accuse government for not equipping the schools with learning materials, government blame parents for not doing home works and the students are blamed for lack of discipline and dedication to their studies.

The relationship between family background of students in form of parental educational background and students' academic performance in secondary school has been of immense interest to educators because one cannot successfully divorce the influence of family

background from the performance of students in the school, (Joan & Smrekar, 2009). The reason for this cannot be far-fetched. Out of the twenty four hours in a day, and the seven days in a week, it is crystal clear that students stat in school for an average of eight hours per day and five days a week. It then follows that students spend more time at home that they do at school. Thus, what transpires at home to a reasonable extent may make or mar students' performance (Salami, 2007).

Many researchers have also studied this in the recent past. Obideyi (2009) assessed the influence of parental socio-economic status and family type on the academic performance of senior secondary school students in Epe Local Government Area of Lagos State. The findings revealed that parental socio-economic status and educational qualification play a major role in academic performance of students. Oloyede (2015) examined the influence of home background on students' academic performance in chemistry in Ilorin South local Government Area, Kwara State. The findings of the study showed that there was significant relationship between home background and students' academic performance. Oba (2016) assessed the influence of parent educational background on students' academic performance of senior secondary schools as expressed by teachers in Ilorin Metropolis. The finding revealed that influence of parent educational background plays a major role in academic performance of students. The previous studies cited were not carried out in Ilorin Metropolis except the study of Oba (2016) but focused on parental educational background which is not the aim of this study. In view of this, perhaps, few studies have been carried out on influence of family background on student's academic performance in Ilorin metropolis. This is the gap observed in the previous studies which this present study filled by investigating the influence of family background on secondary school student academic performance as expressed by teachers in Ilorin Metropolis.

3. Research Questions

The following research questions are raised to guide the conduct of the study:

- What is the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis?
- Is there any difference in the influence of family background on the academic performance of senior secondary school students as expressed by the teacher in Ilorin metropolis on the basis of gender?
- Is there any difference in the influence of family background on the academic performance of senior secondary school students as expressed by the teacher in Ilorin metropolis on the basis of teachers level of qualification?

4. Hypotheses

The following null hypotheses are generated to guide the conduct of the study:

- There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender.
- There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teacher's qualification.

5. Methodology

The research design that was adopted is descriptive survey. According to Burns and Grove (2005) descriptive research design is "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Research design is also a plan that describes how, when and where data are to be collected and analysed define a research design as "the researcher's overall for answering the research question or testing the research hypothesis". Survey design requires that data are typically collected through questionnaire, forms, interview or observation of a particular time. Thus, the researcher uses the survey design to ascertain whether the selected

variables have any significant relationship on academic performance on students.

The population of this study comprised all secondary school teachers in Ilorin metropolis. While the target population was senior secondary school teachers from 10 selected schools. The selection was done by stratified random sampling technique. First, the list of schools and the number of teachers in each school were collected from the Ministry of Education. The method of random sampling technique was used in the process of selecting the respondents needed for the study. Two hundred teachers were randomly selected from the ten selected schools. The sample is made up of twenty (20) respondents from each school. Those that were selected through random sampling were considered due to the limited scope of the study and it was however believed that they represented the entire target population of the area.

A researcher-designed questionnaire entitled "Influence of Family Background on Academic Performance Questionnaire (IFBAPQ) was developed and used to obtain necessary information for the study. The questionnaire administered contained two parts, that is, part 'A' which elicited information on the demographic data of the respondents, part B elicited information on the influence of family background on secondary school student academic performance in Ilorin Metropolis.

In order to validate the instrument the researcher gave a draft to five lecturers in the Department of Counsellor Education for content validity. The corrections and suggestions made were effected. In order to ascertain the reliability of the instrument, test re-test method was carried out on the same set of scores within an interval of four weeks. The two sets of scores obtained from the two administrations were correlated using Pearson Product Moment Correlation. The correlation coefficient obtained was 0.63. This co-efficient indicates a high correlation between the two set of scores and the instrument is adjudged reliable enough for the study.

The data collected from the instrument were statistically analysed using descriptive and

inferential statistics. Therefore, the demographic data were analysed using percentages; while data from Section B were analysed using

inferential statistics of t-test and Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance.

Research Question 1: What is the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis?

Table 1
Mean and rank order on influence of family background on respondents’ academic performance

Item No.	As far as I know, students’ academic performance could be influenced by:	Mean	Rank
12	Adequate monitoring of children home work by parents	3.40	1 st
2	The motivation of parents	3.39	2 nd
11	The nurture and care given at home by parents	3.27	3 rd
17	The books and other educational materials given to children from home	3.24	4 th
1	Level of literacy of parents	3.23	5 th
18	Kind of social activities around the home environment of children	3.22	6 th
16	The time spent with children at home	3.12	7 th
7	Attitude of educated parents towards education	3.11	8 th
6	Placement of students	3.10	9 th
5	Educational attainments of parents	3.08	10 th
20	The amount of leisure students are exposed to at home	3.03	11 th
10	The socio-economic status of the family	3.02	12 th
9	The resources committed to students education	3.01	13 th
4	Social exposure of parents	2.95	14 th
3	Nature of parents occupation	2.93	15 th
13	The parent level of income	2.82	16 th
19	The quality of food students eat at home	2.68	17 th
14	The nature of family size	2.67	18 th
15	Family type	2.66	19 th
8	Number of children of educated parents	2.51	20 th

Table 1 shows that the respondents identified all the items as family background influence academic performance because they all have mean scores that are above the average mean (benchmark) value of 2.50 for identifying the most significant family background factors on students’ academic performance. However, items 12 (with mean value of 3.40), 2 (with mean value of 3.39) and 11 (with mean value of 3.27) took precedence over others and were ranked 1st, 2nd and 3rd respectively. On the other hand, items 14 (with mean value of 2.67), 15 (with mean value of 2.66) and 8 (with mean value of 2.51) were the three least ranked items. Since all the items stated cannot be reported, the first three items with the highest mean values will then be considered as the major findings. Hence, it is indicated that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children are the significant influence family background can have on students’ academic performance as reported by teachers in Ilorin metropolis.

Hypothesis One: There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender.

Table 2: Mean, SD and t-test showing difference in respondents’ views on influence of family background on academic performance based on gender

Gender	N	Mean	SD	df	Cal. t	Crit. t	p-value
Male	57	59.93	4.63	198	0.89	1.96	0.37
Female	143	60.69	5.68				

Table 2 shows that the calculated t-value of 0.89 is less than the critical t-value of 1.96, with a corresponding p-value of 0.37 which is less than the significance value of 0.05. This indicates that there is no significant difference in the respondents' view based on gender; hence, the hypothesis is retained.

Hypothesis Two: There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teacher's qualification.

Table 3: ANOVA showing difference in respondents' view of influence of family background on academic performance based on teacher's qualification

Source	Sum of Squares	df	Mean Squares	Cal. F-ratio	Crit. ratio	F- p-value
Between groups	19.078	3	6.359	0.21	2.60	0.88
Within groups	5796.742	196	29.575			
Total	5815.820	199				

Table 3 shows that the calculated F-value of 0.21 is less than the critical F-value of 2.60, with a corresponding p-value of 0.88 which is greater than the significance value of 0.05. This indicates a significant difference in the respondents' view in the influence of family background on students' academic performance based on teachers' qualification; hence, the hypothesis is not rejected. Therefore, there is no significant difference in the influence of family background on academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teachers' qualification.

6. Discussion

The finding of the study revealed that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children can influence students' academic performance as expressed by teachers in Ilorin metropolis. Parental monitoring of children is very important for students to achieve success in their academic pursuits. This is because adolescents also wish to be independent, make decision of their own and usually relate more with peers rather than the parents. This however, usually lead them into bad gang that will eventually influence their academic performance negatively. In view of this, parental monitoring will help students understand the purpose for which they are in school, thereby, concentrate on their studies in order to achieve positively in

their academic endeavours. Likewise when parents motivate children and provide them with adequate care, children will put up the courage and confidence in all they do, they will respect their parents, listen to their advices, and shun any form of influences that may distract them from studying, thereby, performing well in their academic pursuits. The finding of the study is in line with that of Topor, Keane, Shelton and Calkins (2010) and Adegboyega (2018) which indicated a statistically significant influence of parental monitoring and motivation a child's academic performance, over and above the impact of the child's intelligence. Also, Chohan and Khan (2012) study showed that parental care has a consistent and positive effect on academic achievement and on the self-concept.

The first hypothesis revealed that there was no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender. This means that the views of male and female respondents are similar in response to the influence of family background on academic performance. This is because either male or female adolescents is susceptible to family or parental influence since they are yet to gain total control of their own activities. The findings of this study supports that of Ugwuja (2010) which revealed no significant difference in respondents' perception of influence of family background on academic performance on the basis of gender.

Hypothesis two showed that there was no significant difference in the influence of family background on academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teachers' qualification. This implies that educational qualification of the respondents has no influence on their views of family background influence on academic performance of students. This follows that teachers are aware and believe that family can contribute immensely to the academic performance of students regardless of the educational background. The finding of this study agreed with that of Shute, Hansen, Underwood and Razzouk (2011) which found no significant difference in the relationship between parental involvement and academic performance on the basis of educational attainment.

7. Conclusion

The finding of the study revealed that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children can influence students' academic performance. The hypotheses tested revealed that there was no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender and teachers' qualification.

8. Recommendations

Based on the findings of the study, it was recommended that:

- Parents should provide for the basic needs of their children in order to help them show positive interest in study, thereby, contributing positively to academic performance.
- School authorities should create an enabling environment for the students by providing required educational needs in order to make academic stimulating to them, thereby, facilitating positive academic performance.

- Teachers should interact with parents of the students to discuss the importance of providing adequate care they need for their total growth and development and for positive academic performance.
- School counsellors should encourage parents to relate and create interest in their children studies so that they can stimulate their interest to studying and improve on their academic performance.
- School counsellors should educate the school staff and parents through organization of guidance programmes that will sensitize them of the influence family background can exert on students' academic performance so that adequate preparation could be taken to prevent such influences and use it adequate to strengthening academic performance of students.

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