

RELATIONSHIP BETWEEN FAMILY-RELATED FACTORS AND STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KOGI STATE

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Abstract

This study investigated the relationship between selected demographic variables and students' academic performance in Kogi State using secondary school students. The design for the study was descriptive survey and ex-post facto design. The sample for the study was 480 junior secondary school three students selected using multi-stage sampling techniques. The instrument used for the study was a structured questionnaire and academic performance inventory (performa). The data collected for the study were analysed using multiple Regression, the results of analysis showed that the independent variable significantly predicted student's academic performance $F_{4; 472} = 3,919; P < 0.05$ Family type with $\beta = 0.146$ was the most potent predictor of students' academic performance while economic factor with $\beta = 0.001$ was the least predictor of academic performance among JSS three students based on this finding, it was concluded that family demographic variables exert influence on JSS three students' academic performance. It was therefore recommended that social and economic factors of the students should be beefed up while there should be a watch out for the type of family that can negate or influence poor academic performance among the students in order to prevent it from hindering the academic performance of the students.

Keywords: Social demographic variable students' academic performance, junior secondary school students

Introduction

The family seems to be the fundamental and important structure of the society which has role in one's life and in the society. Family may be viewed as a group of people united by ties of marriage, blood or by adoption who interact with each other in their respective social roles of husband and wife, son and daughter, brother and sister or children and hence creating and maintaining a common culture. It seems that interaction and pattern of communication between children and parents could be fundamental factors to the healthy character and academic fostering of the children.

Parents however have a great responsibility in ensuring that their children foster academically because the achievement of the children in their learning process in schools is probably and

partially depending on the types of family (polygamous or monogamous). Parental background such as level of education, socio-economic status, vocation/career, schools attended, discipline and method of communication may be strong and instrumental to the academic development of the children.

Today, family members are becoming more aware of the importance of knowing and exercising their fundamental human rights such as right to speech, work, association, children upbringing and maintaining economic life. Family has become so complex that both men and women are engaged in economic activities outside their homes to maintain peaceful, enjoyable and healthy and fairly stress-free life. The influence of family on children academic performance be satisfying or dissatisfying to

children in school due to parental education, family types, location, religion and socio-economic status. Children's goal of good academic performance would be actualized through intrinsic and extrinsic motivation (hard work and reward). In a situation where children are highly motivated having both the hygiene and motivation factors in their disposal, they perform academically high in education. Where the children are not highly motivated, they perform averagely, and in a situation whereby the children are unmotivated and with less of complaints, they perform poorly in their academic.

Most of the children who are successfully and well-adjusted in virtually all spheres of life probably come from home where parental attitudes, discipline and interaction are favourable and wholesome relationship exists between children and parents. Parental activities in secondary school student's educational development would probably take the form of good parenting in the homes. For instance, the provision of security and stable environment, telecommunication gadgets, intellectual stimulation, parent-child discussion, participation in school events, visiting schools to share information and attendance of parents-teachers association (PTA) meetings.

Academic achievements and performance means educational learning and achievement in schools to get certain scores, grades, ranks and promotion to next class and to get job in future for livelihood. Parents should provide attentive hands on care to their children. Parents, especially, with university education except fathers with a university diploma spend well overran hour a day or more caring for children than parents with no education. Munn's (1995) view was that learning is more or less permanent incremental modification of behaviour which results from activity.

There are wide varieties of family related background variables that appeared associated with children's academic performance. Parents' social background has often been referred to as socio-economic status (SES). Most frequently SES has been indicated by parents' occupation,

education or income (Bradley & Corwyn, 2002). Occupation is a job or employment that one depends upon for a living. Occupation is a very important factor in the home setting because it helps parents to have a home of their dream, as it supplies the backbone of every home. Parents of different occupational classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children issues. These differences do not express themselves consistently as expected in the case of every family; rather they may influence the average tendencies of families for different occupational classes (Rothstein, 2004). Hill (2004) stressed that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well with their counterparts from high socio-economic background under the same academic environment.

Asikhia (2010) opined that parents' educational background and socio-economic status play a vital role in the learning process of the children. He stressed further that child's performance, whether in the positive or negative, could be attributed to the type of family such a child was born. Equally, Ushie, Owolabi and Emeka (2012) noted that family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration. Ndem in Omirin & Adeyinka (2009), confirmed that parents' support financially and morally have been found to be potent in improving students' performance. Ebemiwa-Okoh (2010) opined that if the finances of students are not adequate, the situation may affect their academic performance. In his argument, Chen (2009), stressed that parents' education is the key determinant of students' achievement. It may be worthwhile to note that students' academic performance could probably be influenced by the socio-economic background of their parents, as parents that earn high income can take absolute responsibilities of their children's education compared with parents that earn meagre salaries.

Farooq, Cahudry, Shafiq & Beerhanu (2011)

believed that students whose parents are educated could score higher on standard tests than those whose parents were not educated at secondary school level. According to them, educated parents can better communicate with their children with regards to school works and activities.

Abdu-Raheem (2015), in a study involving descriptive research of the survey type investigated parents' socio-economic status on secondary school students' academic performance in Ekiti State. Nine hundred and sixty (960) students from 20 randomly selected out of 181 secondary schools were randomly selected as sample for the study. Purposive sampling was used to select 48 students from each school. Questionnaire was used to collect data. The data collected were analysed using regressing. The results showed that significant relationship existed between socio-economic status and academic performance of secondary school students. Parents' qualification was a coefficient of 0.776 was the most potent predictor variable followed by family types (0.685), while parents' background with a coefficient of 0.500 was the least predictor of children academic performance.

Parental Location and Students' Academic Performance

Several studies have been carried out to investigate the influence of rural and urban factors on the students' academic performance. For instance, Danda, Xin & Jinjun (2015) examined educational inequality between rural and urban areas of People's Republic of China: Migrant's children education and implications. The study used data from China family's panel survey and the rural-urban migration survey to compare the academic performance of children from rural area, rural to urban migrants, and the urban children. The study utilized the data from the survey made between the periods of 2009 and 2009 and 2010. The data were analyzed descriptively, and inferentially. The hypotheses were tested through the use of t-test. The results of the data analysis showed that the performance of children from rural areas and the migrants were lower than the performance of the children

from the urban area. The sample used for the study involved male and female parents and their children from rural area, rural migrants and their parents and children resident in urban area.

Parental Religion and Students' Academic Performance

Religiously has been found to have positive correlation with academic performance and achievement. Research shows that students with stronger religiosity tend to earn better grades, have lower truancy rates and complete more years of higher education.

Statement of the Problem

The study was designed to examine the contribution of family-related variables to the academic performance of secondary school students in Kogi State.

Research Question

1. What are the contributions of level of education, family types, location, religion and economic status to the academic performance of secondary school students?

Methodology

The research design adopted for the study was descriptive research survey, and ex-post factor research design. The population of the study consisted all junior secondary schools three (JSS 3) students preparing to write the Junior School Certificate Examination very soon in preparation to move to upper secondary school referred to as Senior Secondary School in Nigeria. The sample used for the study was 240 rural and 240 urban JSS 3 students selected from 30 schools from Kogi East, Kogi West and Kogi Central Senatorial Districts of Kogi State using multistage sampling technique. The instruments used for data collection were: 'Family Related Factors Questionnaire' and 'Students' Academic Records Inventory'.

The construct validity according to Messick (1994), has traditionally subsumed content and criterion validates, therefore, it was carried out through a pilot study on a sample of 30 students of JSS 3 who were not participants in the study.

Data from these 30 JSS 3 students were analyzed using Cronbach alpha which gave a coefficient value of 0.67. The family related factor questionnaire was repeated two weeks after the pilot testing on the available 21 of the initial 30 JSS 3 students used as pilot study sample. Their responses at both the pilot study and the repeated administration of the questionnaire were analyzed using Pearson Product Moment Correlation which yielded an r coefficient of 0.71. This value was taken to be high enough to confirm the stability overtime of the instrument, hence it was administered personally by hand and help of research assistants on the sample for the study in the 30 schools selected for the study and the completed questionnaire was collected back immediately from the students by hand. The

English language academic performance record of each of the 480 students was collected from the Principals of the 30 schools used for the study through the use of the academic record inventory. The data collected were analyzed through the use of multiple regressions.

Result

The research question was answered by converting it to hypothesis that states: Family types, location, religion and economic status will not significantly predict secondary school students' academic performance. The result of the analysis is presented in Table 1: Multiple Regression Analysis of Contribution of Family Related Factors to Students' Academic Performance.

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig. I
	B	Std. Error	Beta (β)		
(Constant)	57.233	5.251		10.899	.000
Religion	-1.907	0.971	-0.089	-1.964	0.050
Family type	-3.458	1.098	-0.146	-3.149	0.002
Location	0.991	1.016	0.045	0.975	0.330
Economic status	0.001	0.078	0.001	0.15	0.988
Multiple R = 0.234, $R^2 = 0.055$ Adjusted $R^2 = 0.041$, $F_{4,472} = 3.919$					

Arising from the multiple regression analysis as depicted in Table 1, students' religion, family type, location and economic status significantly predicted students' academic performance as revealed by the ANOVA valued obtained as $F_{4,472} = 3.919$; $P < 0.05$. The null hypothesis is therefore rejected. It was further revealed from the Table 1 that there is significant low relationship between the predictor variables and the criterion variable (academic performance) ($R = 0.234$, $P < 0.05$). This implied that all the predictor variables (family type, religion, location and economic status) are factors that can exert influence on students' academic performance. The $R^2 = 0.055$ which is the coefficient of determination indicated that all the predictor variables jointly assumed for 5.5% of the observed variance in academic performance of the students while the remaining 94.5% unexplained variance is largely due to other variables not involved in this study.

It is also observed that the best predictor of academic performance of students among the four variables (family type, location, religion and economic status) was family type ($\beta = 0.146$; 14.6%) while the least predictor was economic status ($\beta = 0.001$, 0.1%). The calculated F-ratio (3.919) is significant at $P = 0.05$ level of significance. This means that the predictor variables jointly provided a significant explanation for the variation in the students' academic performance.

Discussion of Finding

The foregoing has showed the results of the analysis of data conducted on the study. The results of the hypothesis indicated that it was rejected as family type, location, economic status and religion significantly predicted students' academic performance in English Language examination in secondary schools in Kogi State.

The findings of this study corroborated the findings of Abdul-Raheem (2015) that socio-economic status and academic performance have significant relationship and indicated that family types contributed 0.69 to the variance in students' academic performance. This result and the finding of the present study are similar due to students possessed experience of upbringing from the different family type. The findings of this study are also in line with the findings of Oladoke, Kareem & Akintayo (2014) that indicated no significant relationship between students' socio-economic background and their self-reporting of academic achievements. Kamau (2013) and this present findings agreed that type of family had significant effect on academic performance of students while Egunsola (2014) findings was supported by the present findings as both results indicated that students' home location highly correlated with

students' academic performance.

Conclusion & Recommendations

Based on the findings of this study it was concluded that type of family is the most potent predictor of students' academic performance, while socio-economic factor of the students was the least predictor of students' academic performance. It was, therefore, recommended that social and economic factors of the students should be beefed up while there should be a watch out for the type of family that can negate or influence poor academic performance among the students in order to prevent it from hindering the academic performance of the students.

It is therefore, necessary that school counsellors should be more closer to the students to find out their family type and counsel the students appropriately towards better academic performance.

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