IMPACT OF FAMILY BACKGROUND AND SOCIO-ECONOMIC FACTORS ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ILORIN

BY
Waheed Tunde Oyeyemi: School of Education, National Open University of Nigeria. Victoria Island, Lagos State; E-mail: oyetundeoyeyemi@gmail.com

Abstract
This study examined the impact of family background and socio-economic factors on academic performance of secondary school students in Ilorin. Two hundred students selected from five secondary schools in Ilorin participated in the study. A reliable self-developed questionnaire was used to elicit information on family background and socio-economic status from the participants. The students’ average scores in the most recent examination was used to rate their academic performance. Data were analyzed using descriptive statistics (mean and proportions), independent t-test and one-way ANOVA. The result revealed that parent income has significant (p<0.05) influence on students’ academic performance, but family types, family sizes, parent occupation, parent education do not have significant (p>0.05) influence on students’ academic performance. The educational implications of the research finding were discussed and appropriate recommendations made with additional suggestion for investigation.

Keywords: Academic performance, Family background, Socio-economics status, Students

Introduction
Researchers generally agree that a constellation of familial factors exert significant influence on the educational aspirations and academic achievements of children (Garg, Kauppi, Lewko, & Urjnik, 2002; Garg, Melanson & Levin, 2007; Sanchez, Reyes, & Singh, 2006; Teachman, & Paasch, 1998). Among these salient factors are parental involvement, parents’ occupation, educational attainment, socio-economic status, family type and family size. Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, counselors, psychologists, researchers and school administrators in Nigeria (Wiseman, 1973; Sogbetun, 1981; Ogunshola & Adewale, 2012).

Clemens and Oelke (1967) and Emeke (1984) have attributed the cause of poor academic performance to a combination of personal and institutional factors. Personal factors relate to the individual’s intelligence, knowledge and ability. While institutional factors are family or parental influences, societal influences, institutional influences and school related factors- student/lecturer rapport, teacher related factors, accommodation and living conditions. In the same vein Wiseman (1973), Sogbetan (1981) among others have examined the causes of poor academic performance among secondary school students. Some of the factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety.

Family background is key to a students’ life and outside of school, is the most important influence on student learning and includes factors such as economic status, two-parent versus single-parent households, divorce, parenting practices and aspirations, maternal characteristics, family size, and neighborhood (Majoribanks, 1996). Reviewed literature indicated that there is an awareness of the importance of the home environment or family on pupil’s/student’s academic...
performance. The home has a great influence on the students’ psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual’s life. This is because the family background and context of a child affect his reaction to life situations and his level of performance.

Although, the school is responsible for the experiences that make up the individual’s life during school periods, yet parents and the individual’s experiences at home play tremendous roles in building the personality of the child and making the child what he is. Thus, Ichado (1998) concluded that the environment in which the student comes from can greatly influence his performance at school. Although, the home environment or family has been recognized as having a lot of influence on the academic performance of students (Nzewuawah, 1995; Ajila and Olutola, 2007), previous studies have been concentrated on the area of socio-economic status of parents. Other aspects of parental environment such as the structure of the family have been grossly neglected. Yet, Ichado (1998) stated that parent’s constant disagreement affects children emotionally and this could lead to poor academic performance in school.

Asikhia (2010) noted that family educational background and socio-economic status influence the academic performance of students; that these two are lumped together because they are related and one may rightly say that they are married and hence should not be ‘divorced’. However, relatively few studies have been conducted to understand this phenomenon in Nigeria and more is obviously needed to understand the link between family background, socio-economic status and academic achievements of students. It is against this general background that this study decides to investigate the impact of family background and socio-economic factors on academic performance of secondary school students.

**Purpose of the Study**

The purpose of this study is to examine the impact of family background and socio-economic factors on academic performance of secondary school students in Ilorin. The specific purpose of the study include to:

1. Determine the significant difference in the academic performance of students with different family types.
2. There is no significant difference in the academic performance of students with different family sizes.
3. There is no significant difference in the academic performance of students with different family marital status (two parents vs single parent).
4. There is no significant difference in the academic performance of students with different parents’ education.
5. There is no significant difference in the academic performance of students with different parent income.
6. There is no significant difference in the academic performance of students with different father occupation.

**Research Hypotheses**

1. There is no significant difference in the academic performance of students with different family types.
2. There is no significant difference in the academic performance of students with different family sizes.
3. There is no significant difference in the academic performance of students with different family marital status (two parents vs single parent).
4. There is no significant difference in the academic performance of students with different parents’ education.
5. There is no significant difference in the academic performance of students with different parent income.
6. There is no significant difference in the academic performance of students with different father occupation.

Methodology
The descriptive survey method was used for this study because it entails the direct observation in the collection of data. The units of the sampling were senior secondary schools in Ilorin of Kwara state. Specifically, five schools were randomly selected from the available secondary schools in Ilorin and forty students were recruited from each of the selected schools using purposive sampling technique, making a total of 200 samples for the study. A self-structured questionnaire that probed information about family background and socio-economic factor of the participant and their average scores (results) from their most recent examination in all courses taken was used to collect data from the respondents. All participants completed the questionnaire in their classroom with the researcher in attendance to ensure independent responding and to assist those with questions about the survey. For their academic performance, the average scores from their most recent examination in all courses taken were collected from the school principal. The questionnaire was validated by experts in the academics. The reliability of the instrument was pilot tested in a school that was not part of the sample. The reliability was ascertained through test-retest method within two weeks interval and the scores were correlated using spearman correlation coefficient (r). The coefficient of correlation obtain was 0.92, and this was considered high enough to confirm its reliability.

For data analysis, descriptive statistics was used to describe the socio-demographic characteristics, socio-economic status and family background of the participants. The independent t-test and One-Way ANOVA was used as appropriate to test for differences in academic performance among students of different family background and socio-economic factors. Data were analyzed using Statistical Package for the Social Science (SPSS), version 15.0 for windows (SPSS Inc., Chicago, Illinois, USA) and the level of significance was set at p<0.05.

Results
Hypothesis 1: There is no significant difference in the academic performance of students with different family types.

Table 3: One-Way ANOVA for differences in academic performance among students of different family types

<table>
<thead>
<tr>
<th>Family types</th>
<th>Academic performance Mean (SD)</th>
<th>SSQ</th>
<th>DF</th>
<th>MSQ</th>
<th>F-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monogamy</td>
<td>48.2 (13.9)</td>
<td>854.2582</td>
<td>2</td>
<td>427.129</td>
<td>2.103</td>
<td>0.125†</td>
</tr>
<tr>
<td>Polygamy</td>
<td>51.6 (14.9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bigamy: 42.6 (14.9)  

- Value not statistically significant

The difference in the academic performance of students with different family types is presented in table 3. Although not statistically significant (p>0.05), students who live in a polygamous family seem to have better scores in their academic (51.6 ± 14.9 marks) than those who live in a monogamous (48.2 ± 13.9 marks) and bigamous (42.6 ± 14.9 marks) families. The null hypothesis was accepted.

**HYPOTHESIS 2: There is no significant difference in the academic performance of students with different family sizes**

Table 4: One-Way ANOVA for differences in academic performance among students of different family size

<table>
<thead>
<tr>
<th>Family size</th>
<th>SSQ</th>
<th>DF</th>
<th>MSQ</th>
<th>F-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 members</td>
<td>49.5</td>
<td>3</td>
<td>16.5</td>
<td>1.78</td>
<td>0.17</td>
</tr>
<tr>
<td>4-6 members</td>
<td>50.1</td>
<td>3</td>
<td>16.7</td>
<td>2.04</td>
<td>0.13</td>
</tr>
<tr>
<td>7-10 members</td>
<td>44.1</td>
<td>3</td>
<td>14.7</td>
<td>1.67</td>
<td>0.20</td>
</tr>
<tr>
<td>&gt;11 members</td>
<td>48.9</td>
<td>3</td>
<td>16.3</td>
<td>2.01</td>
<td>0.14</td>
</tr>
</tbody>
</table>

- Value not statistically significant

Table 4 shows that academic performance was not significantly different among students with different family size. Only students who reported family size of between 4-6 members could be considered to be relatively better (50.1 ± 14.3 marks) in their academic performance, while those with 1-3 family members and more than 7 family members scored below average in academic performance. The null hypothesis was accepted. (p > 0.05)

**HYPOTHESIS 3: There is no significant difference in the academic performance of students with different family marital status (two parents vs single parent).**

Table 5: Independent t-test for differences in academic performance between students with single and double parental marital status

<table>
<thead>
<tr>
<th>Parental Marital Status</th>
<th>t-value</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parent</td>
<td>0.261</td>
<td>0.794</td>
<td>NS</td>
</tr>
<tr>
<td>Double parent</td>
<td>0.261</td>
<td>0.794</td>
<td>NS</td>
</tr>
</tbody>
</table>

NS- Not statistically significant

Table 5 shows the difference between the academic performance of students with single and double parents. The result indicated similar academic performances by students with single parent (48.8 ± 14.5 marks) and those with double parents (48.3 ± 13.7 marks). The result was not significantly different (p>0.05). The null hypothesis was accepted.

**HYPOTHESIS 4: There is no significant difference in the academic performance of students with different parents’ education.**
Table 6: One-Way ANOVA for differences in academic performance among students with different parental education

<table>
<thead>
<tr>
<th>Parents’ Education</th>
<th>Academic performance Mean (SD)</th>
<th>SSQ</th>
<th>DF</th>
<th>MSQ</th>
<th>F-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Formal Educ</td>
<td>44.6 (12.1)</td>
<td>1572.684</td>
<td>6</td>
<td>262.114</td>
<td>1.324</td>
<td>0.249†</td>
</tr>
<tr>
<td>School Leaving Cert</td>
<td>51.7 (15.6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSCE</td>
<td>54.4 (14.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OND</td>
<td>47.5 (13.0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HND</td>
<td>51.4 (13.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Sc</td>
<td>49.4 (15.4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Sc</td>
<td>47.8 (14.3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-value was not statistically significant

Academic performance was not significantly different among students with different parental education (p>0.05). Only students who reported the educational qualification of their parents as school leaving certificate (51.7 ± 15.6 marks), SSCE (54.4 ± 14.5 marks) and HND (51.4 ± 13.5 marks) scored more than 50 in their academic performance. Students’ who reported non-formal education for their parents (44.6 ± 12.1 marks) have comparable academic performance scores with those who reported BSc (49.4 ± 15.4 marks) and MSc (47.8 ± 14.3 marks) (table 6). The null hypothesis was accepted.

**HYPOTHESIS 5: There is no significant difference in the academic performance of students with different parental income**

Table 7: One-Way ANOVA for differences in academic performance among students with different parental income

<table>
<thead>
<tr>
<th>Parent Income</th>
<th>Academic performance Mean (SD)</th>
<th>SSQ</th>
<th>DF</th>
<th>MSQ</th>
<th>F-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;N10,000</td>
<td>52.6 (16.5)</td>
<td>2257.473</td>
<td>3</td>
<td>752.491</td>
<td>4.003</td>
<td>0.009*</td>
</tr>
<tr>
<td>N11,000-30,000</td>
<td>51.6 (13.7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N31,000-50,000</td>
<td>51.6 (13.8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; N51,000</td>
<td>44.0 (12.8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* _Value was statistically significant

Table 7 shows the difference in students’ academic performance by parents’ income. Academic performance was significantly different (p<0.05) among students with different parental income. Academic performance was best in those with the lowest parental income (<10,000 Naira per month) and worst in those with the highest parental income (> 51,000 Naira per month). Students whose parents earn less than 10,000 Naira (52.6 ± 16.5 marks), between 11,000 and 30,000 (51.6 ± 13.7 marks) and between 31,000- 50,000 Naira (51.6 ± 13.8 marks) performed academically better than their colleagues whose parents earn more than 51,000 Naira (44.0 ± 12.8 marks). The null hypothesis was rejected.

**HYPOTHESIS 6: There is no significant difference in the academic performance of students with different father occupation.**
Table 8: Independent t-test for differences in academic performance between students with different fathers’ occupation

<table>
<thead>
<tr>
<th>Academic Performance Scores Mean (SD)</th>
<th>t-value</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Servant</td>
<td>48.4 (14.3)</td>
<td>0.426</td>
<td>0.669</td>
</tr>
<tr>
<td>Others</td>
<td>49.4 (13.6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS_ Not statistically significant

In table 8, there was no statistical significant difference between the academic performances of students whose fathers were civil servants and those whose fathers were of other occupation. The mean score of academic performance of those with civil servant fathers (48.4 ± 14.3 marks) was slightly lower than those whose fathers have others occupation (49.4 ± 13.6 marks) (p > 0.05). The null hypothesis was accepted.

Discussion of Findings

The result of the first hypothesis revealed that there is no significant difference in the academic performance of students with different family types. The result of this study shows that students who live in a polygamous family seem to have better scores in their academic than those who live in monogamous and bigamous families, but the differences were not statistically significant. Possible explanations for this relationship are that divorce can cause a family’s SES level to decrease and parental connections are harmed (Jeynes, 2002, Majoribanks, 1996).

The second null hypothesis, our result show that academic performance was not significantly different among students with different family sizes. This finding is not in agreement with that of Eamon (2005) & Majoribank (1996) that observed that smaller family size has linked with higher academic achievement. It is expected that students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance.

The third hypothesis stated that ‘There is no significant difference in the academic performance of students with different family marital status (two parents vs single parent). Confirming this hypothesis, the result shows that academic performance was not significantly different among students with different family marital status. This finding contradicts that of Majoribank (1996) who opined that children from single parent household do not perform as well in school as children from two parent households. There could be several different explanations for achievements gap between students from single parent and two parents. Also, single parents usually struggle with time which increases stress, and they often struggle with time-management issues due to balancing many different areas of life on their own. Majoribank (2006) argued that single-parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than two-parent households. Divorce has also been found to negatively affect academic achievement (Jeynes, 2002). William Jeynes (2002) found that students whose parents had divorced were among those who scored lowest on standardized test.

Supporting the fourth hypothesis, the result of this study shows that academic performance was not significantly different among student with different parents’ education. This finding is
contrary to that of Akinsanya et al (2011) which revealed parents’ education has the highest significant influence on the academic achievement of students in mathematics. Previous studies have also found children with educated mothers to have higher self-esteem and higher test scores than those with non-educated mothers (Daharudin and Luster, 1998; Eamon, 2005). The result of this study also shows that academic performance was not significantly different among student with different parent occupation. This is not in agreement with the result of Kyuliyang (2005) which reported that parent occupation determines pupils’ performance in school and Akinsanya et al, (2011) which reported that parents’ occupation as predictor of academic achievement of student of students in mathematics.

The fifth hypothesis that stated ‘there is no significant difference in the academic performance of students with different parent income’ was rejected. The result of this study shows that academic performance was statistically significantly different among student with different parent income. Our study revealed that those whose parent earn less performed academically better than those whose parents earn more. This finding is at variance with the result of Nasir (2012) that reported students with income above the mean income of the group had higher CGPA than students with below mean income. Yousefi et al (2010) also found positive correlation between family income and academic performance. While, it is appealing to think that students with higher family income may have better academic facilities than the students with lower income and may have better resources for improve academic performance, students from such background may also be less motivated for academic success compared to those from lower income family. Hill et al. (2004) had also argued that socio–economic status of parents does not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio – economic background under the same academic environment. However, this is not always the situation. Mayer (1997) conducted a study testing student in reading and mathematics prior to an increase in income followed by a post-test after the increase in income.

The sixth hypothesis state that “There is no significant difference in the academic performance of students with different father occupation” was accepted. The result from the study show that there was no statistically significant difference between the academic performances of students whose father were civil servants and those whose father were of other occupation). This is not in agreement with the result of (Kyuliyang, 2005) which reported that parent occupation determines pupils’ performance in school and (Akinsanya et al, 2011) which reported that parents’ occupation as predictor of academic achievement of students in mathematics.

Conclusion
The study determined the impact of family background and socio-economic factor on students’ academic performance in Ilorin. The findings of this study imply that parents’ income have reasonable effects on the academic performance students, but other factors like family size and types, and parents’ educations and occupation are not significant determinants of academic performance of students. Before making conclusions on this finding, it is recommended that the present study should be replicated using larger sample size in other areas of Kwara state or other states of Nigeria.
Recommendations
1. Government should increase the income of parents so that they will be able to buy learning materials for their children and send them to school which will have positive impact on their academic performance.
2. Government should give scholarship to brilliant children from poor families so that they will be able to have access to education.
3. It is recommended that the present study should be replicated using larger sample size in other areas of Kwara state or other states of Nigeria.

References


