

# Influence Of Home Background On Academic Performance Of Senior Secondary School Students In Mubi South Local Government Area Of Adamawa State

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*Abstract: The study examined the influence of home background on the academic performance of senior secondary students of Mubi South Local Government Area of Adamawa State. Three research questions and three research hypotheses were formulated to guide the study, it was a survey research design. The sample size was 400. A self developed instrument titled "Influence of Family Background on Students Academic Performances (IFBSAP) was used to collect data. The face and content validity of the instrument was established by an expert in Guidance and Counselling in the Department of Educational Foundations, Adamawa State University Mubi. The test-retest reliability method was adopted and the reliability coefficient of 0.88 was obtained. Data were analyzed using mean, standard deviation and Pearson moment correlation coefficient. The study revealed that there was a significant relationship between educational level of parents and students academic performances. There was a significant relationship between family size and academic performance. In addition, there was a significant relationship between parent occupation and student academic performance. In conclusion, it was revealed that home background has negative and positive influence on secondary school students academic performance. It was recommended that parents need to be educated to create a good enabling home background/environment that would favour the academic performance of students.*

**Keywords:** Home background, broken home, intact home

## I. INTRODUCTION

The home is the first environment a child encounters in his first day of coming to the world. The home or family is referred to as one of the social units and it is the source of a child's motivation and experience. It gives a child directions in which he/she should follow. It provides the first impression which may last through the whole of the child's life. The child often sees the parents, brothers and sisters and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self-worth and academic performance. In fact a child always looks at what is happening around his/her immediate home and often imitates what is happening within his/her immediate surroundings (Amadi & Ani, 2017).

Umaifo (2012) avers that over the years and as a recurrent phenomenon, sociologists and educationists have tried to identify the effect of home background on the performance of students in schools. This state shows that home plays a vital role in educational development of a student and his performance in schools. This is so because the home provides for a student's primary socialization and information and it goes a long way to help his performance academically in school. A study by Amadi and Ani (2017) shows that there is the existence of three types of homes, the non-abundant, middle and abundant families. The positions they hold, the occupations which they engage in the society, the privileges and prestige they receive all help to sharpen one's style of life. The presence of adequate potential techniques for helping the child to understand his world or cope with complex situations may have permanent effects in his life and academic performance in secondary

schools. Broken homes can also affect the performance of students in secondary schools and may have permanent effect in his life and academic performance.

The parents or guidance of these students are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in student's home background, some factors that influence their academic performance include: parental educational background, parental economic status (At least an average financial status), parental marital status and parental home location (Umaifo, 2012). The students' academic achievement comprised of a comprehensive continuous assessment of students (FME, 2006). It is used to determine the actual performances and traits validly and reliably measured through educational training (Kpolovie, 2002; Ololube, 2008). The issue of students' performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that student at the secondary schools are teenagers or young adult and they are at the heart of educational process and that without good performance; all innovations in education are doomed to failure.

There is a wide dissatisfaction with the current situation of schooling in many developing countries, especially Nigeria and the study area (Mubi South Local Government) and parents come in for the blame. This is because home background plays vital role in the academic performance of students in the school. A loose home or broken family makes children to have time to concentrate with their assignments or homework and no time for envision, therefore, affecting their performance. Decades of research on the effects of student, family, household, and school characteristics on students' academic achievement have attempted to find a global explanation for school success or failure. Worldwide studies conclude that student characteristics (e.g. gender, social background, and future outlook) play varying roles in achievement gaps and the enrollment disparities (Filmer, 2005; Lee, Zuze, & Ross, 2005).

There have been several studies done within and outside Nigeria on the effects of home background or environment as well as the socio-economic status of parents on the academic achievement of students (Ajila & Olutola, 2007; Umaifo, 2012). Most researchers have confirmed the effect of home background on the academic performance of secondary school students, and also linked it to certain factors like parents becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school. Many homes are not even led by a parent, but by a grandparent, guardian or some other adult. It must be noted that while there are so many factors influencing the ability of students to develop or progress academically; Ozmert (2007) emphasized the importance of home background as a major factor in the development of students' academic performance. Hussain (2006) also noted that secondary school students in public schools often come from economically poor and average income homes, an assertion which is not far from the reality as witnessed in our country Nigeria today.

There is a growing concern on the influence of home location on the academic performance of secondary school students, these concerns of some researcher stressed socio-

metric factors such as the kinds of social activities around the home environment of the students. For instance, a pupil that lives near the market square will adopt the language of the people around him which is pidgin. This could affect the child in learning good English at school. Likewise, students that lives in a communal compound where pidgin is the order of the day would also be affected negatively in learning of good English at school.

#### STATEMENT TO THE PROBLEM

In recent years, there has been great concern on the falling standard of education in Nigeria which manifests itself in poor performances of secondary and even tertiary education students. This has therefore led to a lot of argument of whom to blame. It is also argued that the home, the teachers, the government, the students, the peer groups contributes to the student's academic performance in secondary school. Societies all over the world strive to achieve quantitative education for her citizenry. In order to achieve this noble course, so many factors must be put into consideration. Among them is the home background of the students. The home has a great role to play on the overall development of the child and his educational upbringing in particular. The purpose of secondary education is to develop quality of life of the learner so that they can properly serve the society according to their roles and responsibilities as good citizens. The learning process must be guided and controlled; and the learning environment must be conducive and supportive (Grimm, 2011). In other words, learners need to be motivated by their parents at home in whatever they do.

Despite widespread concern and attention on the falling standard of education, few attempts have been made to systematically investigate the influence of home background on academic performance of secondary school students. Hence, this study investigates the influence of home background on academic performance of secondary school students in Mubi South Local Government Area of Adamawa State, Nigeria.

#### PURPOSE OF THE STUDY

The aim of this study is to investigate the influence of home background on academic performance of secondary school students. Hence, the specific of objectives of the study are to:

- ✓ Determine the influence of the education level of parents on pupil's performance in Mubi South Local Government Area of Adamawa State.
- ✓ Establish the influence of family size on students' academic performance in MubiSouth Local Government Area of Adamawa State.
- ✓ The influence of parental occupation on students' academic achievement in Mubi South Local Government Area of Adamawa State.

## RESEARCH QUESTIONS

- ✓ What are the influences of the education level of parents on students' performance in Mubi South Local Government Area Adamawa State?
- ✓ What are the influences of family size on students' academic performance in Mubi South Local Government Area Adamawa State?
- ✓ What influence does parental occupation have on students' academic performance in Mubi South Local Government area Adamawa State?

## RESEARCH HYPOTHESES

$H_{01}$ : There is no significant relationship between the education level of parents and students academic performance in Mubi South Local Government Area.

$H_{02}$ : There is significant relationship between the family size and students' academic performance (Mathematics, English and Biology) in Mubi South Local Government Adamawa State

$H_{03}$ : Parental occupation has no significant relationship on students' academic performance of secondary school in Mubi South Local Government Area.

## II. RESEARCH DESIGN

The study will use an ex post facto research but adopted a cross sectional survey design. Changes in the family everyday life and state of economy of the people as well as daily family relationship justify the choice of the design. Creasey (2006) and Miller (2006) recommended the use of cross-sectional survey research because of its high degree of accuracy and precision in social science research. The intent of a cross-sectional survey for this study was to allow the researcher to efficiently describe the influence of home over time on students' academic performance.

Further, the design will be relevant to this study because of its usefulness in identifying associations. The design will allow for replication to measure changes in a given population. Again, the design has a social interaction approach rather than multiple groups. These were reasons for the suitability and relevance of cross sectional design for this study.

## POPULATION OF THE STUDY

The population of the study comprised of senior secondary school students in Mubi South Local Government Area of Adamawa State. The sample size of 400 secondary school students was selected from Mubi South Local Government.

## SAMPLE AND SAMPLING TECHNIQUES

Four senior secondary schools were selected from Mubi South Local Government using simple random sampling technique. 100 secondary school students were chosen from

each of the four schools by stratified sampling technique using class and sex as strata.

## RESEARCH INSTRUMENT

The research instrument titled 'Influence of Family Background of Students Academic Performance (IFBSAP)' was developed by the researcher. The instrument comprised of 15 items divided into four sections. Section A contained the demographic characteristics of the respondents which consist of name of school, age, sex, class and Local Government Area. Section B contained five items that measured the influence of parent's educational level on students' academic achievements. Section C contained five items which measured the influence of family size on students' academic performance. Section D contained five items which measured the influence of parent's occupation on students' academic performance.

## ACADEMIC RECORD

The researcher collected the broadsheets to determine the student's academic performance in Biology.

## VALIDITY AND RELIABILITY OF INSTRUMENT

The face and content validity of the instrument was established by an expert in Counselling and Counselling in the Department of Educational Foundations, Adamawa State University, Mubi. The reliability of the instrument was carried out in Government Day Secondary School, Mubi Two using test – retest reliability method. First test was administered on 30 students, while the second test was administered on the same set of students after two weeks. The reliability coefficient of 0.88 was obtained.

## PROCEDURE FOR DATA COLLECTION

An introductory letter from the Department of Science Education, Faculty of Science and Faculty of Education, Adamawa State University, Mubi was given to the schools. Prior meeting was held with the participants of the schools with regard to the arrangement of date and time of collecting data. On the scheduled date and time, the researcher administered the questionnaires and collected them on the spot.

## METHOD OF DATA ANALYSIS

Data were analyzed using descriptive and inferential statistics such as Mean, Standard Deviation and Pearson moment correlation co-efficient.

## III. RESULTS

**RESEARCH QUESTION 1:** What are the influences of the education level of parents on student's performance in Mubi South Local Government Area Adamawa State?

S/N	Items	N	Mean	STD	Remark
1	Parents who are educated provide most of the recommended textbooks and other learning aids for their children.	400	5.00	0.82	Rejected
2	Parents who are educated encourage their children to study subjects which are pivotal for good university courses.	400	7.50	2.89	Accepted
3	Educated Parents arrange for supportive teachers for the subject/subjects which their wards/children find difficult in the school.	400	10.00	4.08	Accepted
4	Parents who are educated guide their children in school assignments and home work.	400	7.50	2.89	Accepted
5	Educated parents always demand for progress reports of their children to know the children's academic and social progress.	400	2.50	1.30	Rejected
<b>Grand Mean</b>			<b>6.50</b>		

Source: researchers Calculation, 2020 with the Aid of SPSS Version 20.

Table 1: The Influence of Parents Educational Level on Students Academic Achievement

Table 1 shows that educated parents who arrange for supportive teachers for the subject/subjects which their wards/children find difficult in school strongly agree to the Influence of Parents Educational Level on Students Academic Achievement, whereas, Parents who are educated provide most of the recommended textbooks and other learning aids for their children strongly disagree to Influence of Parents Educational Level on Students Academic Achievement.

RESEARCH QUESTION 2: What are the influences of Family size on student's academic performance in Mubi South Local Government Area Adamawa State?

S/N	Items	N	Mean	STD	Remark
1	Students from small size families enjoy more parental attention than those from large size families.	400	10.00	7.07	Accepted
2	Students from	400	5.00	3.83	Accepted

3	Small size families facilitate the provision of recommended textbooks and equipment's for effective learning.	400	7.50	2.89	Rejected
4	Parents provide the following learning recourses at home (story books, dictionary, composition guide book, writing materials).	400	3.75	3.06	Accepted
5	Parents provide children with enough uniforms, books and bags to carry books.	400	6.23	2.99	Rejected

**Grand Mean 6.49**

Source: researchers Calculation, 2020 with the Aid of SPSS Version 20

Table 2: The Influence of Family size on Students Academic Achievement

The results from table 2 above shows that students from small size families enjoy more parental attention than those from large size families, strongly agrees to the Influence of Family size on Students Academic Achievement, while Small size families facilitate the provision of recommended textbooks and equipment's for effective learning strongly disagrees to the Influence of Family size on Students Academic Achievement.

RESEARCH QUESTION 3: What does Parental occupation have on student's academic performance in Mubi South Local Government Area Adamawa State?

S/N	Items	N	Mean	STD	Remark
1	Parents on prestigious occupations want their children to take up the same type of occupation.	400	6.25	2.97	Accepted
2	Some occupations do not give parents time to attend to their children's academic needs.	400	8.75	2.50	Rejected
3	Parents on poor occupations find it difficult to provide learning aids for their children.	400	10.00	7.07	Accepted
4	Parents who are poor farmers can	400	5.00	1.63	Accepted



5	only enroll their children into minor apprenticeship programs. Some occupations do not give parents enough capital to cater for the children's educational needs.	400	3.75	2.36	Rejected
<b>Grand Mean</b>		<b>6.75</b>			

Source: researchers Calculation, 2020 with the Aid of SPSS Version 20

Table 3: This section consists of results of items to the Influence Parents Occupation on Students Academic Performance

Table 3 above shows that Parents on poor occupations find it difficult to provide learning aids for their children strongly agrees to the influence Parents Occupation on Students Academic Performance while, Some occupations do not give parents enough capital to cater for the children's educational needs strongly disagrees with the Influence Parents Occupation on Students Academic Performance.

**HYPOTHESIS ONE:** There is no significant relationship between the education level of parents and students Academic Performance in Mubi South Local Government Area.

Variables	n	$\bar{x}$	sd	r	p
Educational level of Parents	400	3.27	.871	.311	.000
Academic Performance	400	63.18	10.71		

\*Significant at 0.01 level (2 tailed)

Table 5: Pearson Correlation result on the relationship between family size and students' academic performance

The relationship between the dependent variable (academic performance) and independent variable (Educational level of parents) was investigated using Pearson's correlation coefficient (r) and their associated 2-tailed p-values (sig).Table 4 shows that there was a significant positive relationship between educational level of parents and academic performance ( $r = .311$ ,  $p = 0.000$ ) at 0.05 level. This positive relationship implies that as the educational level of parents increase, academic performance of the students tends to simultaneously increase and vice versa at a rate of 31%. As it is noted that increased educational level of parents helps such parents understand what their students are going through in school and therefore enables them to be able to plan ahead for them in the form of extra coaching and provision of necessary books and educational videos.

**HYPOTHESIS TWO:** There is no significant relationship between family size and students Academic Performance in Mubi South Local Government Area.

Variables	n	$\bar{x}$	SD	r	p
Family Size	400	3.44	.727	-	.000
Academic Performance	400	63.18	10.71		

\* Significant at 0.01 level (2 tailed).

Table 4: Pearson Correlation result on the relationship between the educational level of parents and students' academic performance

The relationship between the dependent variable (academic performance) and independent variable (family size) was investigated using Pearson's correlation coefficient (r) and their associated 2-tailed p-values (sig).Table 5 shows that there was a significant negative relationship between family size and academic performance ( $r = -.274$ ,  $p = 0.000$ ) at 0.05 level. This negative relationship implies that as family size increases, the academic performance of students from such homes tends to decrease and vice versa at a rate of 27%.Also, a reduction in the sizes of such family will tend to increase the academic performances of such students at the same rate. This result could be attributed to the fact that a larger family size denotes more mouths to be fed by the parents hence they have to take on more jobs to be able to cater for their children, leaving them with little or no time to take care of each child's educational and emotional needs which opens the child up to peer-pressure and decline in educational performance.

**HYPOTHESIS THREE:** There is no significant relationship between parental occupation and students' Academic Performance in Mubi South Local Government Area.

Variables	n	$\bar{x}$	SD	r	p
Parental Occupation	400	3.09	1.443	.023	.000
Academic Performance	400	63.18	10.71		

\* Significant at 0.01 level (2 tailed).

Table 6: Pearson Correlation result on the relationship between parental occupation and students' academic performance

The relationship between the dependent variable (academic performance) and independent variable (parental occupation) was investigated using Pearson's correlation coefficient (r) and their associated 2-tailed p-values (sig).Table 6 shows that there was a significant positive relationship between parental occupation and academic performance ( $r = .023$ ,  $p = 0.000$ ) at 0.05 level. This positive relationship implies that as parents become equipped with better jobs, the academic performances of students from such homes tends to increase. However, a lack of good occupation or reduction in the finances of parents tend to reduce the academic performances of such students at the same rate. This result could be attributed to the fact that with a better income plan and good occupation, parents are able to take good care of their children's financial needs as well as have time to see to their emotional and educational needs however, a low financial or occupational standing on the side of the parent tends to lead to incapability of parents within such range to effectively cater for all of their children's needs as they always tend to leave some parts lacking.

#### IV. DISCUSSION

From the result in table 1, it was confirmed that to a very high extent educated parents arrange for supportive teachers for the subject/subjects which their wards/children find difficult in the school and this has significant influence on student's academic performance in secondary schools in Mubi

South Local Government Area and this confirmed the finding by Aliyu (2016). The hypothesis tested in table 4 also showed that there was a significant positive relationship between Parent's educational level and student's performance in secondary school. More so, table 2 shows that students from small size families enjoy more parental attention than those from large size families which significantly boosts the student's academic performance. The test of hypothesis on table 5 further shows that there is a significant negative relationship between family size and student's academic achievement in secondary schools of Mubi South Local Government Area of Adamawa State, Nigeria, which was found to be in agreement with the findings by Omoruyi (2014).

In addition, table 3 shows the influence parents occupation has on Students Academic Performance in Mubi South Local Government Area of Adamawa State, Nigeria and this result shows that four items were accepted while one was rejected. The implication of this means that "parent's occupation" greatly influences student's academic achievements in secondary schools of Mubi South Local Government Area of Adamawa State, Nigeria and this is in agreement with the findings by (Ugwaju, 2010). This result was further supported by the result of the Pearson Correlation test showed on table 6, this showed that there is a significant positive relationship between parents' occupation and students academic performance in the study area.

## V. CONCLUSION

Based on the findings of this study, it was concluded that family background have significant influence on secondary school students academic achievement in Mubi South Local Government Area of Adamawa State, Nigeria. This implies that students from large family size, poor parent's occupation, poor parental educational level are usually subjected to compromise and radiate educational upbringings. Therefore, this study clearly tells us that parents are contributing factors to student's academic achievement.

## VI. RECOMMENDATIONS

Parent's occupation has a huge influence on secondary school students' academic achievement. Therefore, parents need to boost their earnings to in order to meet up with their children needs in school. They should also make effort to control the size and type of their families to a manageable level. This will allow them make good use of the available wealth to care for the educational needs of their children, and this could lead to high level of academic achievement of their wards.

Government at both states and federal level should create more jobs and empowerment programme to boost the socio-economic status of parents. In addition, the need of training teachers on the effective use of textbooks should be emphasized.

Early intervention programs which brings parent and educators together to find out how students are doing in their academic performance should be encouraged.

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