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INFLUENCE OF FAMILY FACTORS ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN YOLA NORTH LOCAL GOVERNMENT AREA OF ADAMAWA STATE, NIGERIA

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ABSTRACT

This study was carried out to determine the influence of family factors on the academic achievement of secondary school students in Yola North Local Government Area of Adamawa State. A population of 10 secondary schools was selected and utilized for the study with one hundred (100) students randomly selected. Chapter three portrayed the break-down of the research method; thus most especially population of the study, placing it at 7,894 sample design at 100 while respondents responded are 92. The whole of chapter four analyzed and presented the data where it showed the short-false of the outcome of the analysis shows that, parents' socio-economic status has a significant influence on the academic achievement of secondary school students; parents' educational status significantly influences the academic achievement of secondary school students; family size has a significant influence on academic achievement of secondary school students and lastly, parental attitude significantly influences academic achievement of secondary school students. Based on the findings, the researcher made the following recommendations; parents should create a conducive atmosphere in the home that will allow for free interaction between them and their children, to detect errors from their children's responses. Finally, students' academic records should be made available to their parents so that they will be equipped with the necessary information about their children's progress in school.

KEYWORDS: *Family, Academic achievement, Social Status, Parents' attitudes, Family income, Divorce, family, Illiterate home, Poor family, Performance, Teenage pregnancy, Delinquency, Socio-economic, Influences.*

BACKGROUND TO THE STUDY

The academic achievement of students over the years has been on a downward trend. Media reports show that the performance of students is not encouraging. Over the years, the importance of students' success in school has become the common concern of parents, legislators, teachers, counselors, and psychologists. □

According to Bell (2002), parents devoted 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 achievement of secondary school students.

Uwaifor (2008) attributed the cause of poor academic performance (achievement) of students, to a combination of personal and institutional factors. The personal factors include the level of an individual's intelligence, knowledge, and ability, while institutional factors are family or parental influence. □

Obayan (2003) reported that stable and well-developed students are thus who grow up in an intact, two-parent family with both biological parents present do better on a wide range of outcomes, than the students who grow up in a single-parent family, due to broke up of the family it cause higher rate of school dropout, teenage pregnancy, delinquency or other negative outcomes on the students have affected their academic achievement in school. □

One of the most enduring problems of Nigeria's school system today is students' poor academic achievement. The results from various studies have shown that variations in the academic achievement among secondary school students in Yola North Local Government Area of Adamawa State are attributed to family factors such as parents' educational status, parents attitudes, family income, family size, divorce family, parents socio-economic status, etc. □

Bloom (1964) maintained that the family being the first agent of socialization which the learner comes in contact contributes immensely to the learner's development. Students, who have been exposed to learning situations at home and other immediate surroundings, can gain academic knowledge before reaching school age.

Musgrave in Essien (2010) stated that as the students come from different homes, some from rich families, others from poor families, some from divorce families, some from urban areas, some from rural areas, some from educated home, while others come from illiterate homes; all these family factors in one way or the other affects students' academic achievement. It is due to the low academic achievement of secondary school students, that the

researcher has become interested in finding out the influence of some of the aforementioned family factors on the academic achievement of secondary school students in Yola North Local Government Area of Adamawa State. □

CONCEPTUAL FRAMEWORK

Excessive exhibition of a family factor in any home affects students' performances in schools. The study claims that factors are emitting from parents that affect the academic performances of their children/wards, of secondary school ages. These factors include parents' socio-economic status, parents' educational status, family size, and parental attitude, all these family factors in one way or the other affects students' academic achievement. These factors that affect children/wards' academic performances are usually, threats to academic performances of school children at any level of the child's school. The examples of these negative influences on school child would include; lack of understanding lessons in class, failing test/exams, failing to do assignment given from school, untidiness or uncleanness, and or being drowsy in class during the lesson, exhibition of delinquent behaviors, etc. □

The stable and well developed students are those who grow up in an intact, with both biological parents present do better on a wide range of outcomes, than the students who grow up in a single-parent family, due to breaking up of the family it causes higher rate of school dropout, teenage pregnancy or other negative outcomes on the students have affected their academic achievement in school. □

PARENTS' SOCIOECONOMIC STATUS AND PARENTS' EDUCATIONAL STATUS ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Investigations reveal that the socio-economic status of parents affects the academic achievement of students. Prevalent in Nigeria is the condition of poor socio-economic status; this clearly defines the educational attainment of students, especially those from poor homes. Poverty has become a major feature in the economic life of most families; this is characterized by parents' inability to provide children/students with basic needs and even qualitative education. Antai (2006), remarked that children in such situations are often forced to drop out of school and join the army of street traders to provide whatever income they can for the family. What then would one be expected in the academic achievement of such a child? Of course, something relatively low. □

In the sociology of education Njama (2006), the issue of the relationship between social class structures and academic achievement is of more importance. He asserts that "parental socio-economic

status can boost or lower the child's morale and confidence. Parents of high socio-economic status can afford to send their wards to more prestigious schools than those of low socioeconomic status. □

It has been exposed in different perspectives; ranging from education as a blocking agent for social mobility to education as the surest way to success in the society and subsequently to a high social class society. From the findings of many renowned researchers and behaviorists, it is established that students from a high socioeconomic status perform better than their counterparts from low socio-economic status. Precious in Essien (2010) asserts that "whether we are considering the scores on standardized ability or achievement tests, classroom grade, participation in academic performance, involvement in an extra-curricular activity or the completion of college and professional school, children from high socio-economic level perform significantly better than their counterparts from low socio-economic level". According to them, no matter the angle from which it is studied, students whose parents are wealthy, perform better than those whose parents are poor. □

A study carried out by the American Department of Health Education and Welfare (ADHEW), as part of its longitudinal study of a high school class of 2002, discovered that there is a positive correlation between the socio-economic status and students' academic achievement. The test measured vocabulary, associative, memory, reading, inductive reasoning, mathematical skills, and perceptual speed. On each test, students in the high socioeconomic status performed better than those from low socio-economic status. □

According to Sexton (2000), the high socioeconomic status of parents, on the whole, tends to spur children into higher education more frequently than in the practice with lower status parents. Abasiokong (2002) in his investigations agreed with the above findings. He concluded that the level of socio-economic status will help to elicit the achievement level of the students. On the other hand, Rossi (2002) shares the same conclusion that "higher the occupation of the breadwinner, the greater the child's level of academic achievement". All these findings indicate that parents of a lower class fail to give support and encouragement to their children as regards their school activities; hence they tend to perform poorly. □

Collins in Essien (2010) has also established the fact that the family environment affects students' life and thereby influences their academic achievement. This is because wealthier, educated parents who utilize nursery schools and who otherwise deploy resources in a manner of creating preschool conditions conducive to successful school performance, provide initial advantages that are

difficult to match in the poor, uneducated and rural family. This is as a result of the fact that parents of children in the high socioeconomic status are educated themselves. Therefore, they know the value of education and would do all in their capacity to enable their children to have the best education. □

Banks in Essien (2010) noted in his study the adverse effect of extreme poverty on students' academic achievement. He maintained that malnutrition and poor living conditions are bound to directly or indirectly affect the students' ability to learn. He holds that other factors that might influence academic achievement of students include: purchase of college textbooks and equipment, prompt or late payment of school fees, absenteeism from school, due to engagement in manual jobs; these in no small measure help to deter the academic performance of the students. □

Hurlock (2002) claimed that children from high socio-economic status happen to be more creative than those of low socioeconomic status. This is because the children from high socio-economic status are brought up under democratic training methods, while those from the low socio-economic status are most likely to experience authoritarian training. According to her, democratic control encourages creativity, by giving children more opportunities to press their individuality and pursue interest and activities of their own choice. □

Contemporary research among scholars has shown that, among other factors, the educational status of parents affects the educational achievement of their children. Denga (2002) established that parents who are well educated themselves, generally value education and expect and desire their children to become well educated, perhaps better educated than them. □

Ogunlade in Essien (2010) observed that parental literacy is related to children's academic achievement. According to him, literate parents who know the value of education teach their children how to read, count and name certain objects in the house, even before they go to school. This he observed helps the children's cognitive development, which in turn enables them to respond to teaching more than those from illiterate families. Educated parents try to create harmony between the home and school, thereby discouraging backwardness and encouraging high academic achievement.

Commenting on educational aids, Adeyemo (2000) posits that radio and television increase children's education since radio talks by experts on subjects of interest and value to children are often portrayed, although care should be taken in the selection of radio and television programs for children. He further asserts that children of educated

parents are naturally more intelligent than those of uninformed parents. □

Stones (2000) supports this view by suggesting that when the environment is grossly deficient in stimulation, the development of the child's intellectual ability is retarded, educated parents are more likely to provide a better stimulating environment at home for the intellectual development of their children. This means that children of educated parents read better than those of uneducated parents. Denga in Essien (2010) noted that "the education of parents is positively related to the mental ability of their children. Specifically, Uwah (2002) concludes that parents' educational level correlates positively with their children's academic achievement. This is so because better-educated parents are most likely to give their children practice at home, take an interest in their progress and function as achievement models. □

Ephraim (2002) attempted to show that the children, whose parents are interested in their educational welfare, tend to pull ahead of the rest, whatever their initial starting ability. His study showed that children, who are encouraged in their work by their parents, are at an advantage both in the relatively high scores they make in their tests and in the way they improve their scores in the subsequent years. Parents, who lack any further desire to learn or to further their education through life's situations, prove to their children their lack of interest in it. Parents' interest and their educational aspirations for their children cannot be separated from their educational levels and the home environment they provide for their children. □

Sewell in Essien (2010) is aware of the importance of a child's intelligence as well as the role of some home factors on academic achievement. He believed that even if a very high connection is found between parents' intelligence and a child's academic performance, this information by itself would not indicate heredity as the absolute determinant of a child's academic achievement. Another explanation between the intellectual level of parents and educational achievement indicates that intelligent and educated parents buy more textbooks and other educational facilities for their children. Such parents for genetic reasons have children who are more intelligent and perform well in school. This indicates that the education of the parents influences the child's academic performance and achievement in school. □

That knowledge and skills are interdependent is a basic assumption of progressive educational theory, it is often widely speculated that children's academic achievement is partly a function of their parents' academic background as well as their socio-economic status. It could be seen from the few related kinds of literature reviewed so far that parents'

educational status influences their children's academic achievement. □

FAMILY SIZE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Apart from the family factors reviews above, family size according to some researchers equally affects the academic achievement of students. Usoro in Essien (2010) observed that family size has been found to correlate negatively with students' academic achievement. This suggests that children who belong to larger families tend to have poor intelligent quotient than those in smaller families. This could be that children with several brothers and sisters have fewer opportunities for adult contact and are therefore restricted in their linguistic exchanges. Again large families may be the product of less intelligent parents, thus giving rise to less intelligent children. Small families enjoy greater economic and educational advantages than large families. □

Lowell (2001) as stated in Essien (2010) discovered that "as the size of the family increases, so does the scores on the intelligence and some educational test declines. The result may be due to the better chances for language development in smaller families which provide more child-parent interaction and reading material per child. In large families, deficiencies in parental care, support, and encouragement to children may be contributing factors to students' poor academic achievement. □

Adeyemo (2002) posits that when individuals feel caught in a web of misfortune, they may be driven to adapt attitudes and standards which perpetuate their conditions. When children in large families feel frustrated as a result of a lack of child-parent interaction/parental care, they may lose hope of higher attainment or getting the better things of life and this lowers their interest in probable educational achievement. □

From the work of Thompson in Essien (2010), he observed that family size influences the academic achievement of children. He found that children who come from small families are more likely to adopt adult values and attitudes than those who come from large families. He also noted that parents who have fewer children tend to develop more time and attention to each child, they may also tend to expect more from each child than do parents who have many children. It is observed from his study that children who come from large families are less motivated to do well in their academic achievement in the English Language than those with fewer children. □

Himmelweit in Essien (2010) supports the assertion by saying that educational inspiration is influenced by family size. This according to him

occurs because when a family is too large, the family's revenue will be concentrated on feeding. The standard of living of such a family will fall drastically. The parents will have little or no time to think of their children's education, the tendency will be for such children to start schooling late in their lives.

Denga (2002) also observes that family size equally leads to the attainment of poorly equipped or average schools. Parents of large family size can face the challenge of having these children go to a good school. Here, the challenge would be the ability to pay school fees which is considered very high. Where such challenges cannot be met, the alternative becomes an average school with a poor classroom environment. □

It is observed from these reviews that there is a correlation between family size and intelligence. It is also noticed that children from small families tend to be more intelligent than children from larger families; they display more brilliant test scores than children from large families.

PARENTAL ATTITUDE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Williams (2004) posits that if parents are adequately involved in the total development of their children, there is a good probability of making a successful youth of their children. But most parents are reluctant about getting involved in the nourishment of certain facets of their children's growth. Wilkins (2003) reports that a child whose parents took a great deal of interest in what he did at school and supported him by providing lots of books and encouragement to be involved with lots of creative hobbies, had a great advantage over the child whose parents did not give this kind of attention.

In a home where parents did not establish a good relationship with their children, the defective parent-child relationship makes the child find it difficult to cope with his/her academics (school work), and hence his achievement/performance may be affected. □

Good and Brophy in Essien (2010) maintains that correct parental attitude does enhance students' academic achievement. They believe that the parents' involvement/interest in the students' progress report and regular contact with their class teachers, acts as incentives to a better study habit. The common problem of parents is that their knowledge of the developmental needs of their children is scanty.

Super in Essien (2010) asserts that habits and expectations of success in the child's home/family could be carried over into the school, social life and work. This could be inferred in Albert Akanter's critical observation of his children's education. He noted that he is responsible for his children's

education and not the school. When he observed that his children were not conversant with spellings, he sat down and made flashcards of pictures and their spellings; having finished said to his children "No T.V. until you learn". This, at a glance, reveals the importance of parental interest in a child's academic achievement; this goes a long way in enhancing the students' achievement level. □

Still, Adeyemo (1999) stated that if children were over-worked at home, they would not even think of reading again, or even sleep while the lesson is going on. This shows that the parental attitude of assigning so much work to their children affects their academic achievement adversely. It might cause a child's unsatisfactory development. Sly (1999) pointed out that a good home, irrespective of its position in the social order, is the most powerful determinant of academic achievement. A wide variety of research found out that cultural stimulation, housing conditions, childbearing practices, values, and attitudes of parents influence academic achievement at school. A good family depends on the processes of socialization, the value orientations of the family and the level of parental involvement. □

With these realizations, Lovell, Rephil and Daniel (2001) maintains that parental involvement through counseling, family stability, the standard of home discipline, parental attitude and interest to school and its activities, generates home conditions that will ultimately influence academic achievement in secondary school students. They suggested that parental modeling of successful behavior strengthens the child's drive for high academic achievement. The children who are encouraged in their work by their parents were at an advantage in the way they improve their scores. □

Xiao, Fan, Michael, and Chen in Essien (2010) conducted a meta-analysis that involved more than 90 correlations. They found that the average correlation between parental attitude and students' academic achievement was 0.33, indicating that on average, parental attitude and influence accounts for 10.89 percent of the variance in students' academic achievement. However, parental attitude is not a unidimensional construct rather, it is composed of three basic elements: communication about school, supervision and parental expectations and parenting styles. In summary of their work, therefore, parental influence and attitude by encouraging their children regarding school work greatly affects their level of performance. □

Continuous interaction between parents and their children back home remains important as the child progresses through school. Every move to the next instructional level is a transition for children. This communication link, if well-established will create an enabling environment for the child's further

interaction with his/her teachers in school. Parents' communication between the child's current teacher and the next level teacher helps to identify each child's strengths and needs as well as the best way to work with him/her (Williams 2004). This continuity also allows for a flow of knowledge and less of an interruption in the children's learning and academic achievement in school. □

EMPIRICAL REVIEW

The influence of family factor on academic achievement of secondary school students is based on the child where he/she comes from, Musgrave in Essien (2010) stated that as the students come from different homes, some from rich families, others from poor families, some from divorced families, some from urban areas, some from rural areas, some from educated homes, while others come from illiterate homes; all these family factors in one way or the other affect students' academic achievement. □

The family can, therefore, be looked at as a social group characterized by a common resident, economic cooperation and production. When a child is born, the family is the first primary group with which they come into contact transmission of social values of right and wrong, morally and religiously accepted or condemned by the family. The children are born with some psychological, emotional and intellectual needs such as the need for love and security, the need for new experience, the need for praise and recognition and the need for responsibility. Many of these needs are not offered to the children of the broken home which affects students' academic achievement in school. Jacquelyn (2005) has pointed out the relationship of parents' education level to their children's academic achievements. A mother's education has more influence than father, so mother's education is more important. Karshen (2003) says that students whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in school work activities. Dave and Dave (1971) found that high achievers belong to homes with parents higher education levels. The failed students belong to those who have lower parents' education level. Williams (1980) and Teach a man (1987) found that more educated parents create an environment that facilitates learning. They involve themselves in children's school activities and the school environment. Okagaki and French (1978) studied that parents' education is a distal indicator indirectly correlated with children's educational achievements. Good and Brophy (1997) say that educated parents show interest in their children's academic performances they meet and cooperate with educational administrators to ensure children seriousness in their studies. On the other hand, Hawkes (1995) says that student performance

does not necessarily depend on parents' professional competence or educational attainments. The literature review indicates a positive and significant relationship between parents' education level and students' academic achievements. □

Brophy in Essien (2010) maintains that correct parental attitude does enhance students' academic achievement. They believe that the parents' involvement/interest in the students' progress report and regular contact with their class teachers, acts as incentives to a better study habit. The common problem of parents is that their knowledge of the developmental needs of their children is scanty, a stable home is one in which both parents (mother and father) lives together with their children, while a broken home is the one in which one or both of the parents are not living together with the children, it is the level at which the home operates that determine the academic achievement of a student in school. Broken homes being it unstable can influence the achievement of a student academically. Also, children that have suffered from neglect or lack of love (in broken homes) are known to be psychologically imbalanced to face the realities of life. When there is disunity in the family, the child is caught in the middle and will be at a disadvantage in life. □

With these realizations, Lovell, Rephil and Daniel (2001) maintains that parental involvement through counseling, family stability, the standard of home discipline, parental attitude and interest to school and its activities, generates home conditions that will ultimately influence academic achievement in secondary school students. They suggested that parental modeling of successful behavior strengthens the child's drive for high academic achievement. The children who are encouraged in their work by their parents were at an advantage in the way they improve their scores. □

(Dæhlen 2001). Moreover, a British study shows that non-western immigrants are not underrepresented in recruitment to higher education, and their share (except the Caribbean) has increased since 1990 (Modood 2004). Lucinda Platt found that first-generation migrants with solid cultural capital face social degradation, but that they reassert their social background in their second generation, while those with low cultural capital (labor class) remain in the same social class in their second generation (Platt 2005a). Children are often assumed to benefit from parental participation in the labor market. The argument is that labor market participation provides economic resources and stability. It may also yield access to networks valuable to the whole family and promote integration into society. This may be especially important for families who have experienced poverty for longer or shorter periods. Employment, or labor market participation, can also

potentially hurt the effort made by parents to help and supervise children's homework, which in turn can have a depressing effect on school results. This is because employment is time-consuming and time in employment cannot be used for other purposes. □

Njama (2006), the issue of the relationship between social class structures and academic achievement is of more importance. He asserts that "parental socio-economic status can boost or lower the child's morale and confidence. Parents of high socio-economic status can afford to send their wards to more prestigious schools than those of low socioeconomic status. □

Booth and Kee (2009) use the British Household Panel Survey in their analysis. They construct a new birth order index (which is cleaned from the effect of family size) to compare time and educational investments, which each of the siblings receives, and they turn out to be decreasing for each subsequent child in a family. Thus, the authors conclude that birth order negatively affects educational outcomes and despite all the cleaning procedures and robustness checks, which they perform in the analysis, sibship{offspings} size still negatively affects children's education. The previously found negative relationship between family size and the quality of children's education could be spurious: many other factors affect children's achievements and do not depend on the sibship size. Usoro in Essien (2010) observed that family size has been found to correlate negatively with students' academic achievement. This suggests that children who belong to larger families tend to have poor intelligent quotient than those in smaller families. This could be that children with several brothers and sisters have fewer opportunities for adult contact and are therefore restricted in their linguistic exchanges. Again large families may be the product of less intelligent parents, thus giving rise to less intelligent children. Small families enjoy greater economic and educational advantages than large families. (Guo and WanWey, 1999; Conley and Glauber, 2006). Joseph Price (2008), using the American Time Use Survey, concludes that ceteris paribus, every day the first-born child is paid 20 to 30 minutes of parental attention more than the second-born one. He claims that parent-quality time spent with a child becomes lower when children grow up.

Ogunlade in Essien (2010) observed that parental literacy is related to children's academic achievement. According to him, literate parents who know the value of education teach their children how to read, count and name certain objects in the house, even before they go to school. This he observed helps the children's cognitive development, which in turn enables them to respond to teaching more than those from illiterate families. Educated parents try to create

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