
**INFLUENCE OF FAMILY BACKGROUND ON ACADEMIC PERFORMANCE
OF SENIOR SECONDARY SCHOOL HISTORY STUDENTS IN
ILORIN METROPOLIS, KWARA STATE**

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Abstract

This study examined the influence of family background on academic performance of Senior Secondary School History students in Ilorin Metropolis, Kwara State. The population comprised of all 450 History students in 80 Public Senior Secondary Schools in Ilorin Metropolis, Kwara State. Purposive sampling technique was used to select 30 schools from 80 Senior Secondary Schools in the Metropolis, which consist Ilorin East, Ilorin South and Ilorin West Local Government Area respectively. The target population was SS 2 History students, while Krejcie and Morgan Table was adopted to select 210 out of 450 History students from the Senior Secondary Schools in Ilorin Metropolis, Kwara State. A researcher-designed questionnaire titled “Family Background and Academic Performance Questionnaire (FBAPQ)” with a reliability coefficient of 0.69 was used for data collection in the study. The hypotheses formulated in the study were tested using t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. The finding of the study revealed that there was significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental occupation, parental level of income and parental educational background. Based on the findings, it is recommended that parents and guardians should devote more time for the children at home and pay serious attention to the academic needs of their children. Similarly, government, educators and policy makers should gear up action to integrating parents into the educational activities of their wards.

Keywords: History, Family background, Academic performance

Introduction

Education is the process of socializing the child to grow up as a fulfilled member of the society. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. (Saxton, 2000). The importance of education in general and the study of History in particular to human race cannot be relegated. Jekayinfa, (2014) opined that History is important to all aspects of human life. No nation can afford to neglect the study of History at any level and hope to thrive in any field of human endeavour. The relegation of the study of History in matters

of national interest and development are the root causes of the social and political problems currently plaguing the country. History as a subject inculcates in the people the habit of not accepting explanations on their face value but to identify the roots of happenings thereby promoting better understanding (Falola, Mahadi & Uhomoibhi, 1989). It is acquiescent that the study of History in education cannot be achieved without the influence of the family.

Family is a primary social group of parents, offspring and possibly other member of the household. Conducive home manifests itself further in the school environment. Okeke, (2009) opined that family has the potential to influence a child's academic performance, because it is the first environment of the child. The initial experience that would mold the child's values, aspirations, emotions, interest and attitudes are offered by the parents/ family. According to Clifford, (1981) family remains the primary source of the child and family environment has more chances of increasing or decreasing the intellectual achievement of the child. Essien, (2002) stated that what the child learns at home and how his family motivates him towards education contributes to the child's success in school. Ajila & Olutona, (2007) agreed that the home affects the person since it is a first socializing agent in his life. Thus Parents and children's experience at home play huge roles in molding the personality of the child. Students' academic performance in school is mediated by their upbringing which perhaps is influenced by their family background (Samuel, 2015). Muola, (2010) observed that family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally. Children coming from different family backgrounds are affected differently by such family conditions, such as parental occupation, parental level of income and educational background of the parents.

The occupation of one's parent may determine to a large extent one's opportunity to do better in his/her academic performance. On the submission of Ezeji, (2001) some parents like their children to do their occupation, like parents who are lawyers, doctors, engineers, among others pay serious attention to their children education and this reflects in academic performance of their children in schools. Uwaoma, (2009) affirmed that most vocational students were children whose parents were farmer or craftsmen and children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, bricklaying, petting trading and others. Shittu, (2004) noted that there is a significant difference between academic performance of students from families with higher occupational status and their counterparts families with low occupational status. Parents from higher occupational status find it easy to pay their children's school fees and other necessary items needed in schools.

Therefore, parental level of income has been consistently found to be an important variable in explaining variance in students' achievement. Okunniyi (2004) identified three distinct socio-economic groups or status which are common in many countries. They are: upper class which is made up of rich business men and top government officials among others; middle class which consists of skilled workers, professionals and middle ranked government workers and the lower class which is made

up of manual workers, petty traders and low income government officials. Socio-economic status may affect learning outcomes in numerous ways: From the outset, parents with higher level of income are able to provide their children with the necessary financial support and home resources for individual learning. They are also more likely to provide a more stimulating home environment to promote cognitive development (Schulz, 2005). Francis (2007) lamented that a family who cannot provide for the basic needs such as school fees, food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to get job in order to support the family. Shittu, (2004) also revealed that when a child suffers parental death or absconding, one of the parents will not be able to provide for the child's educational needs like paying of school fees, purchase books, uniforms and other necessary items needed for the child educational development, such child involves himself into menial jobs by which his academic performance may be negatively affected. Jeynes, (2002) asserted that the socio-economic status of a child is most commonly determined by combining occupational status and educational level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children.

The importance of parental educational background to academic performance cannot be quantified. Onochie & Okpalla, (1985) revealed that educational level of parents which is an indicator of socio-economic status has direct influence on the child's values and academic performance in the school. They stated that children from illiterate families may learn little or nothing from home that can help them develop interest in academics. This is in contrast to what is obtainable from children from literate families where parents provide atmosphere conducive for the formation of good study habits. It is believed that children from literate environment had better academic achievement than those from illiterate environment. The upper class parents with good educational background seek to increase the opportunities for their offspring by looking for the best schools in the community. Nicholas-Omoregbe, (2010) submitted that the educational level of parents is a powerful factor that influences children's academic success. Olajide, (2004) supported the idea that children from well to do parents with better educational qualifications achieve greater percentage than the children of parents with little or no formal education. Students whose parents' educational background is good have greater opportunities of going to the best school and this reflects in their academic pursuit. This is because academic performance is a measure of the degree of success in performing specific tasks in a subject especially History subject after a learning experience. It is the outcome of education that indicates how well a student or class of students are doing academically and the extent to which a student, teacher or institution has achieved the educational goals (Asikhia, 2010). Thus, this study examined the influence of family background on academic performance of Senior Secondary School History students' in Ilorin Metropolis, Kwara State.

It appears that many parents by virtue of their occupations, socio-economic background and educational background failed woefully in caring and supporting their

wards who deserve to do better academically in schools. This may be as a result of poor encouragement by the parents towards their children education or inadequate knowledge on the importance of education which affect the child's academic performance in school. It may also be an inability of parents due to their socio-economic background, find it difficult to pay their children school fees and other necessary items needed, such child involves himself into menial jobs so as to cushion the financial difficulty by which his academic performance may be affected.

Several researches have been carried out on the family background and academic performance of students. Muola, (2007) investigated a study of the relationship between academic achievement, motivation and home environment among standard eight pupils. He found that children coming from different family backgrounds are affected differently by such family conditions. Also, Omoregbe, (2010) examined the effect of Parental education attainment on school outcome and found out that the educational level of parents is a powerful factor that influences children's academic success. None of these studies combined all the variables this study handled under family background and academic performance of Senior Secondary School History students in Ilorin Metropolis, Kwara State. Thus, this has created a gap in knowledge part of which this study intends to fill.

The purpose of this study was to examine the influence of family background on academic performance of Senior Secondary School History students in Ilorin Metropolis, Kwara State. Specifically, the study found out the difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental occupation, parental level of income and educational background.

Research Hypotheses

- H₀₁:** There is no significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental occupation.
- H₀₂:** There is no significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental level of income.
- H₀₃:** There is no significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental educational background.

Methodology

This study adopted a descriptive survey design. The population consisted of all 450 History students in the 80 Public Senior Secondary Schools in Ilorin Metropolis, Kwara State. Purposive sampling technique was used to select 30 schools out of 80 Senior Secondary Schools in Ilorin Metropolis, which comprised Ilorin East, Ilorin South and Ilorin West respectively. The target population was SS 2 History students, while Krejcie and Morgan Table was adopted to select 210 out of 450 History students from the Senior Secondary Schools in Ilorin Metropolis, Kwara State. A researcher-designed questionnaire titled: "Family Background and Academic Performance Questionnaire (FBAPQ)" was used to collect data on family background and academic performance.

The Questionnaire was in two sections. Section A elicited information on the students' parental background, while section B contained multiple choice test items on History Subject. In order to validate the research instrument, the draft copy was presented to two lecturers in the Department of Arts Education, and two experts in the field of Test and Measurement, Faculty of Education, University of Ilorin for vetting on the content and concurrent validity. All the corrections made by the experts were effected before the final questionnaire was drafted for pilot study. In order to ascertain the reliability of the instrument, the test re-test method was used. A pilot study was carried out on the same set of students in the schools which were not part of the main sample within an interval of two weeks. The two sets of scores obtained from the two administrations were correlated using Pearson product-moment correlation statistics. The result indicated 0.69 which showed that the instrument was reliable. The data collected for the study were analysed using t-test and Analysis of Variance (ANOVA).

Results

Hypotheses Testing

There were three hypotheses formulated to guide the study. T-Test and Analysis of Variance (ANOVA) were used to test all the hypotheses at 0.05 level of significance.

H₀₁: There is no significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental occupation.

Table 1: T-Test Analysis on Difference in Academic Performance of History Students in Ilorin Metropolis, Kwara State Based on Parental Occupation

Occupation	No	Mean	Std.	t-value	df	p-value	Remark
Civil Servant	83	65.11	14.06	3.62	208	0.00	Significant
Business	127	58.58	11.88				

**Significant P < .05*

Results in Table 1 show a t-test value of 3.62 and p-value of 0.900 which is less than 0.05 ($0.00 < 0.05$). Since 0.00 is less than 0.05 alpha level of significance, the null hypothesis was not accepted. This means that there is significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental occupation in favour of students whose students were civil servants.

H₀₂: There is no significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental level of income.

Table 2: Analysis of Variance (ANOVA) on Difference in Academic Performance of History Students in Ilorin Metropolis, Kwara State Based on Parental Level of Income

Sources	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	2279.391	2	1139.696		
Within Groups	33837.104	207	163.464	6.97	0.00
Total	36116.495	209			

* *Significant P < .05*

Results in Table 2 show F-value of 6.97 and p-value of 0.00 which is less than 0.05 ($0.00 < 0.05$). Since 0.00 is less than 0.05 alpha level of significance, the null hypothesis was rejected. This means that there is significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental level of income. To ascertain where the difference lies, post hoc analysis was performed using Duncan multiple test. The result is reported Table 3.

Table 3: Duncan Multiple Test of Homogeneous Means on Difference in Difference in Academic Performance of History Students Based on Parental Level of Income

Parental Level of Income	N	Subset for alpha = 0.05	
		1	2
Low	84	58.33	
Average	86	58.60	65.12
High	40		
Sig.		0.91	1.00

As shown in Table 3, the significant difference noticed in Table 2 was majorly contributed by students of parents with high level of income who had the highest mean score of 65.12, while students of parents with average and low level of income had almost the same mean score which were 58.60 and 58.33 respectively.

H₀₃: There is no significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental educational background.

Table 4: Analysis of Variance (ANOVA) on Difference in Academic Performance of History Students in Ilorin Metropolis, Kwara State Based on Parental Educational Background

Sources	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	1374.725	3	458.242		
Within Groups	34741.770	206	168.649	2.7 2	0.04
Total	36116.495	209			

* *Significant P<.05*

Results in Table 4 show F-value of 2.72 and p-value of 0.04 which is less than 0.05 ($0.04 < 0.05$). Since 0.04 is less than 0.05 alpha level of significance, the null hypothesis was rejected. This means that there is significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental educational background. To ascertain where the difference lies, post hoc analysis was performed using Duncan multiple test. The result is reported Table 5.

Table 5: Duncan Multiple Test of Homogeneous Means on Difference in Academic Performance of History Students Based on Parental Educational Background

Parental Educational Background	N	Subset for alpha = 0.05		
		1	2	
Secondary School Certificate	45	49.18		
NCE/ND	84		60.36	
Bachelor Degree	64		61.76	
Master Degree	17			67.06
Sig.		1.00	1.00	1.00

As shown in Table 5, the significant difference noticed in Table 4 was majorly contributed by students of parents with master degree who had the highest mean score of 67.06 followed by those whose parents had Bachelor Degree who had mean score of 61.76, and was followed by those whose parents were NCE/ND Degree holders with mean score of 60.36, while students of parents with Secondary School Certificate had least mean score of 49.18.

Discussion of Findings

The first finding of this study revealed that there was significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on

parental occupation in favour of students whose parents were civil servants. This finding corroborates the work of Shittu, (2004) who noted that there was a significant difference between academic performance of students from higher family occupational status and their low family counterpart occupational status. He further explained that children of professionals like professors, chief executives and so on live in big cities and towns. In these towns and cities, there are social amenities like pipe born water, good electricity and well equipped library with a good environment which the students residing in these places have opportunities to make good use of it.

The second finding indicated that there was significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental level of income. This shows that parental level of income is the major determinant that really influence what will happen to students' academic performance in school because if the income background of parents' is not encouraging, it will have negative effect on their children academic performance. This is in line with the findings of Schulz, (2005) who asserted that socio-economic status may affect learning outcomes in numerous ways: From the outset, parents with higher level of income are able to provide their children with the necessary financial support and home resources for individual learning. They are also more likely to provide a more stimulating home environment to promote cognitive development.

The outcome of the third finding revealed that there is significant difference in academic performance of History students in Ilorin Metropolis, Kwara State based on parental educational background. This finding is similar with that of Omoregbe, (2010) who stated that the educational level of parents is a powerful factor that influences children's academic success. Also, Olajide, (2004) supported the idea that children from well to do parents with better educational qualifications achieve greater percentage than the children of parents with little or no formal education. Students whose parents' educational background is good have greater opportunities of going to the best school and this reflects in their academic pursuit.

Conclusion

Based on the findings, it can be concluded that parents with low occupational background find it difficult to pay their children school fees and other essential items needed in schools by the children and this may negatively affect their academic performance. Unlike parents with prestigious occupations that have high level of income who can afford to take care of their children needs in school financially and also provide home resources for individual learning. Similarly, some parents with low educational background has failed in encouraging their children to read at home, assist them in the assignment, rather, they prefer to send them on errand whenever they return from schools. Meanwhile, students whose parents' educational background is good have greater opportunities of going to the best school, read at home, get assisted in the assignment, financial support as well as other necessary facilities that can make them perform better in their academic pursuit.

Recommendations

The following recommendations are made:

1. Parents and guardians should devote more time for the children at home in order to be sensitive to the academic needs of their children.
2. Parents should encourage their children to the study and discourage them from truancy in schools.
3. The Educators and Policy makers should gear up with action to integrating parents into the educational activities of their wards.
4. Educational psychologists and teachers should be sensitive to the academic needs of the learners.
5. Students should try not to allow their parents' socio-economic background influence their academic pursuits because this will help them to improve on their academic level

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