Abstract

Many scholars believe that children cannot live in isolation and be very successful in their academics and life ambition generally. Among the factors which can make or man children’s intellectual development and life prospects are home factors. Meanwhile, there are variations in family background and home environment which may predict school learning. Due to the inconclusiveness of research studies in the area, and the negation of different findings of the researchers on the factors which predict learning, this study examined family status and primary school pupils’ academic performance in Ijebu-Ode, Ogun State: The ex-post-facto study was finded by three research hypotheses, while family status and pupils’ Academic Performance Questionnaire (FSPAPQ) with a reliability coefficient of 0.74 was used to collect relevant data from 300 respondents comprising 100 parents and 160 pupils. Using chi-square statistical tool, significant relationships use recorded between parental occupational status ($X^2_{cal} = 27.91 > X^2_{tabl} = 7.82$); and pupils academic performance; parental academic background ($X^2_{cal} = 54.87 > X^2_{tabl} = 7.82$) and pupils academic performance, and parental home language ($X^2_{cal} = 32.95 > X^2_{tabl} = 7.82$) and pupils’ academic performance. It is recommended that some level of education or literacy is essential for parents so as to attach more value to their wards education. Likewise, children should be oriented to develop good self-concept and high esteem in order to appreciate the type of family they belong and endeavour to cope with the challenges there in, all to ensure that their school learning is not marred.

Keywords: Academic performance, family status, home, environment

Introduction

In Nigeria today, there has been a continuous criticism on the rate at which home affects learners’ learning in school. The poor performance in a proportionate percentage of primary school is assumed to have been caused by home factors of the school-going children. Aside the teacher factors which have been established in the available literature as influencing school learning, cultural experiences provided by the parents, particularly experiences with books and reading, and parental method of cultural, intellectual and language activities also influence a child’s intellectual development (Adekola, 2012: 280). From the early childhood years, children are obviously influenced by their parents because home is the first contact to a newborn bay, and he receives care and protection from home till adulthood. According to Domina (2005), the society is made up of social class (social stratification), that is, the
lower class, the middle class and the upper class. This social class is as a result of differences in the life styles of parents, occupation and many other socio-economic determinants which show that some parents are more successful in life than others. Family background is thus a key to a child’s success in life and it influences learning. Students whose parents have a tertiary level of education perform on average significantly better in tests of science, reading and mathematics ability than to those whose parents have only basic schooling (Abraham, 2007). Family’s socio-economic status for instance, is based on family income, parental education level, parental occupation and social status in the community.

The primary environment of the children is the home and it stands to exert tremendous impact on children’s achievements. Families with low socio-economic status often lack the financial, social, and educational supports that characterize families with high socio-economics status. Poor families also may have inadequate or limited access to community resources that promote and support children’s development and school readiness. Family background is a fundamental key to a child’s life and it influences learning within and outside the classroom. Available literature wholistically reported that the home factors which often affect learning include socio-economic status, two-parent/single-parent households, divorce, parenting practices and aspirations, maternal characteristics, family size, and neighborhood.

In addition, the environment of the family at home is a primary socialization agent and this influences a child’s interest in school. Specifically, family status refers to the interrelationship that arises from bonds of marriage, legal adoption, the ancestral relationships between spouses, siblings, in-laws, uncles or aunts, nephews or nieces, cousins, etc. As divorce, remarriage, cohabitation and other such events have refashioned home life, therefore, students family type and parental occupation are predictors of life satisfaction (Awe, 2007). Jeynes (2002) viewed the family as individuals who are related especially by blood. According to him, these are several types of families that range from the smallest unit, that is, nuclear family. This consists of father, mother and their offspring only. Dual-parent family consist of both parents, while single parent family has only the father, but usually the mother. The various family environments that children encounter in day-to-day life have an impact on their overall behaviours and academic performance.

According to Obioha (2003), the child’s biological endowments in terms of personality traits are transmitted to him in form of genetic inheritances. Also, the parents determine the future profession a child is likely to fall into. The parental social status will likewise determine the initial environment into which a child is born and trained. Aremu (2000) in his own view observed that the state of the home affects the individual since the parents are the first socializing agents in an individual’s life.
Adekola (2012) in his own study on home and school factors as determinants of students’ achievement in senior secondary school English comprehension in four South Western States of Nigeria discoursed that in the educated home, there is likely to be high achievement, good language model, and academic guidance and stimulation to explore various aspects of the larger-environment, the intellectual interest and activities in the home. The overall index of home environment thus have a correlation with the total score of the school test.

On family size, Eamon (2005) opined that students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. Majoribanks (2006) found out that children from single-parent households do not perform as well in school as children from two-parent households. He also stressed that, these are several different explanation for this advancement gap- single-parent households have less income and there is lack of support for the single with time management issue due to balancing many different areas of life on their own.

Since family varies from place to place with different opinions and background, studies relating to academic performance of learners are not conclusive. Likewise, there is a continuous need to examine the social environment of learners as relating to wherethey belong for effective learning. All these put together makes this study to be significant.

Statement of the problem
In different societies, some children are found to perform better academically than others. This is as a result of variation in intelligence and family/home background factors. While various types of families exist with different classes of status, occupations and many other indicators of social class, these factors to a large extent predict life advancement of the family members. Growing up children in their early years are no exception. Such factors, know doubt, could also reflect in their school learning. Since variations occur in families from the past till the contemporary times, family issues continue to have impact in the life of the school. It is in the light of the background that this study examined family status and primary school academic performance in Ijebu-Ode, Ogun State.

Scope of the study
This study focused on family status and primary school pupils’ academic performance in Ijebu-Ode, Ogun State, Nigeria. The study is limited to the parents who are the indigenes in Ijebu-Ode town as well as their children attending the primary school located in Ijebu-Ode Local Government Area of Ogun State, Nigeria.

Research methodology
This study adopted an ex-post facto design approach in which the existing information was collected without any manipulation of variables. The target group/population for the study were parents who are indigenes of Ijebu-Ode town and whose children attend the primary schools located in Ijebu-Ode Local Government Area of Ogun State.
State, Nigeria. Simple random sampling technique was used to select 300 respondents comprising 140 parents and 160 pupils in which some of the parents selected have more than one child among the children. The simple random sampling was conditioned by the pupils who are regular in school. They were primary six pupils randomly picked after their school assembly in their various classes. From each school, an average of 15 pupils were selected from each of the ten schools sampled for the study. The instrument used for data collection is tagged Family Status and Pupils’ Academic Performance Questionnaire (FSPAPQ). It has three sections.

Section A is basically on the demographic information of the pupils and at the same time capturing the occupational status of their parents, academic background and predominant home language used at home by parents and their children. Section B contains 18 items fostering the perception of parents on the academic performance of their children. Section C identify spaces to collect the average performance scores of the pupils from the school records for the previous years on all the subjects altogether. The validity and reliability of the instrument were determined by trial testing the instrument on the similar set of the sample and the Kurder-Richardson 20 formula was used to obtain a reliability coefficient of 0.74. The administration of the research instrument was conducted with the assistance of the teachers in each of the school sampled. The instrument was distributed to the sampled pupils to fill their own parts of the demographic information as guided by their teachers and the researcher. The pupils were allowed to take the instrument home for their parents to fill the remaining parts of the demographic information as well as section B. The essence of Section B which is focused on parents assessment of their children academic performance is to complement the pupils’ average scores in the school record for the validity of their academic performance on record. Their responses were summed together with their children school result scores, and these altogether stands for the pupils’ academic performance in this study. The data were collected within a period of two weeks. All the data collected were analyzed using frequency counts, simple percentages and chi-square statistical tool ($x^2$).

**Results**

**$H_{01}$:** There is no significant relationship between parental occupational status and primary school pupils’ academic performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Df</th>
<th>Sign Level</th>
<th>$X^2_{\text{cal}}$</th>
<th>$X^2_{\text{tab}}$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Status</td>
<td>140</td>
<td>3</td>
<td>0.05</td>
<td>27.91</td>
<td>7.82</td>
<td></td>
</tr>
</tbody>
</table>
The results in table 1 show that the null hypothesis (Ho₁) is rejected because the calculated chi-square value of 27.91 is greater than the critical or table value. That is, $X^2_{\text{cal.}}>X^2_{\text{tab.}}$ (27.91>7.82). Thus, there is significant relationship between parental occupational status and primary school pupils’ academic performance.

$\text{Ho}_2$: There is no significant relationship between parental academic background and primary school pupils’ academic performance.

Table 2: Parental academic background and primary school Pupils’ academic performance

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Df</th>
<th>Sign Level</th>
<th>$X^2_{\text{cal.}}$</th>
<th>$X^2_{\text{tab.}}$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Academic Background</td>
<td>140</td>
<td>3</td>
<td>0.05</td>
<td>54.87</td>
<td>7.82</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

As shown in table 2, the chi-square calculated ($X^2 = 54.87$) is greater than chi-square tabulated ($X^2 = 7.82$), therefore, the null hypothesis ($\text{Ho}_2$) is rejected. Thus there is significant relationship between parental academic background and pupils’ academic performance ($X^2_{\text{cal.}}>X^2_{\text{tab.}}$).

$\text{Ho}_3$: There is no significant relationship between parental predominant home language and primary school pupils’ academic performance.

Table 3: Parental home language and primary school pupils’ academic performance

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Df</th>
<th>Sign Level</th>
<th>$X^2_{\text{cal.}}$</th>
<th>$X^2_{\text{tab.}}$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
<td>140</td>
<td>3</td>
<td>0.05</td>
<td>32.95</td>
<td>7.82</td>
<td>Rejected</td>
</tr>
<tr>
<td>Pupils’ Academic Performance</td>
<td>160</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the result presented in table 3, $X^2_{cal.}$ (32.95) is greater than $X^2_{tab}$ (7.82), therefore, null hypothesis 3 is rejected. Thus, there is significant relationship between predominant home language and Pupils’ Academic Performance in the primary school sampled.

**Discussion of results**
The results in the three tables in this study indicated that each of the parental occupational status, parental academic background and predominant home language has significant relationship with the pupils’ academic performance considered in this study. These findings agree with Adekola’s (2012) claim that many scholars believed that there exists a relationship between the home and academic performance of students. In support of occupational status and academic performance of the pupils, Awe (2007) had earlier found out that various types of family exist with different classes of occupation and these to a large extent equally predict pupils’ academic performance and access aspiration.

Also that students’ family type and parental occupation are predictors of life satisfaction. It becomes crystal clear that the findings of this study also agree with Riggins (2004) finding that children who are from literate parents are enclaved with appropriate way of decisions making and problem-solving techniques. Conversely, children of illiterate parents are deprived of the above mentioned opportunities.

With the findings of this study, the home, which is the first socializing agent, has a considerable influence on children’s later development and academic advancement in life. By implication, if the home background or family status of children is probed into, the overall index of home environment are prone to have correlation with the total academic scores of the learners in school. This is expected because children’s home influence could be a motivator that determines their attitude to studies in the school. In the light of the finding of this study, home and school are important agencies in the education of the child. The home complements the teaching of the school (2000 Evens). They both work collaboratively to build up children from their early years and unto adulthood in life where the children have the opportunity.

**Conclusion**
As explored and found out in this study, it is a reality that children cannot live in
isolation and be successful in their academics without the influence of their family background and their socio-economic status. Parents are responsible for development their children. The more family challenges there are, the more the negative implications they will have on children’s academic performance.

As a result, the provision of children’s needs, medical care, proper feedings, educational facilities and warmth among others would have influence on the cognitive development of children. From the findings of the study altogether, the factors identified under family status are indeed inseparable with the academic performance of children in their respective subjects in schools.

Recommendations
Based on the findings of the study, the following recommendations are provided

1. Parents are encouraged to be more involved on their ward educational needs for optimum academic performance.
2. It is essential for parents and guardian to acquire some level of education or literacy so as to attach more value to the assistance needed by their words.
3. Children should be oriented and encouraged to develop good self-concept and high self-esteem in order to appreciate the type of family they belong and endeavor to cope with the challenges there in.

References


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