

Family Background and Academic Performance of Students in Selected Secondary Schools in Ikere Ekiti

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Abstract

Family Background characteristics and students' Academic performance of public secondary school students in Ikere-EKiti Local Government Area of Ekiti State. The research questionnaire generated were responded to which form the base of result obtained from the analysis. The result show that there is a strong and positive relationship between them. The results show there is a joint effect of family background characteristic on student's academic performance when taken together. The composite construct yielded a co-efficient of multiple correlation (R) of .457 and multiple R square of .209. The results further revealed that parents' income, occupation and motivation are the most potent contributions to the predictions of family size and parent level of education while family size and parent level of education influences contribution to the predictions.

Introduction

Background of the Study

Education activities are geared towards ensuring that students achieve mastery of educational objectives. It is the best legacy a nation can give to her citizens especially the youths. This is because education is very important in the development of any nation or community. Every parent wants his or her child to do well in their academics, imbibe acceptable norms, value and attitude of the society. No parent is happy to see his or her child live contrary to the norms of the society. Education is the process of transmitting what is worthwhile to members of the society. It thus, embraces all those experiences of the individual through which knowledge is acquired and intellect enlightened. It goes on from one generation to

another generation. In this context, it is the process of socializing the child to grow up as a fulfilled members of the society through informal, formal and non-formal process.

Many informed Nigerian, government, educationist, parent, teachers, curriculum, expert, evaluators and the public alike are deeply worried and have expressed considerable concern over the deteriorating students' performance in public examinations as well as poor performance in schools. It is an affirmative fact that students' success is reflected in their academic performance. Stakeholders argue that if the issue of poor performance in Nigerian schools is left unchecked in the school system that the aims and objectives of education as stipulated in the National Policy on Education (2006) would perpetually remain an illusion. In school, the extent to which these objectives are achieved, is determined by various factors ranging from; family background characteristics, teachers' verbal reinforcement strategy, teachers' attitude to job, teaching methods, student ability to manage their time, peers influence, availability of learning resources and other related school factors (Okiemute, 2017 Weish, 2007).

Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scottt, 2012). Ward, stocker and Murray- Ward (2006) asserts that academic performance refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. It is the ability to study and remember facts and being able to communicate one's knowledge verbally or written on paper (Answers, 2010). It is also the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school.

A considerable literature; ugwuja, 2010; focused on the effects of parental background on children academic performance in tandem with their cognitive skills, education health and subsequent income. There is little or

no doubt that economic status is positively correlated across generations. Parents and the family environment in general, have important impacts on behavior and decisions taken by adolescents. There is also the belief that there is a strong link between parents' social class and their children's school achievement. The differences could be traced to the type of occupation in which one is engaged and funds and optional facilities which a growing school child requires for high performance at school (Ololube et al. 2015).

Furthermore, student's academic performance is to a large extent determined by his or her family background those he/she interact with on daily basis will go a long way to influencing the performance of the students positively or negatively. Ogbugo-Ololube (2016) stated that children with highly educated parents do fairly well in schools than those with less educated parents. Academic performance is essential to get promoted to the next level in school and the turning point of lives of the student is when they get into secondary level of schooling. From that stage the students get to perform well in academics in order to get enrolled in tertiary education. Students with high grade would not have hindrances while applying for job compared to their counterparts with low grades as the first criteria which the employers seek is the grades. Students who have poor academic record would find it difficult to cope in a competitive society.

The socio-economic status of a family is capable of affecting the behavior of their children and determines their aspiration. Families with high socio-economic status, do more in preparing their children for school because they typically have access to wide range of providing their young children with high quality child care, books and encourage children in various learning activities at home. They also have easy access to information regarding their children's health as well as social, emotional and cognitive development (Ojo and Yilma 2010).

Parents' educational attainment is indicated by three highest levels of schooling which the students' mother completed; primary, secondary and tertiary. These categories are defined on the basis of the International Standard Classification of Education (ISCED, 2011). They posited that children brought up in less favourable conditions obtain less education despite the large financial returns to schooling for an extensive review (Heckman & Masterrov, 2004). Krueger (2004) evaluated various contributions on parents' background; he supports the view that financial constraints significantly affect educational attainment. Positive attitude to school will probably be encouraged by those parents who themselves attained a high level of wersten education. While the father is away, it is expected that the mother takes care of the children at home and as such, the children are closer with their mother (Chevailier et al. 2005). The educated mother, knowing the importance of education should as much as possible generated in the child interest and curiosity for education at an early age.

The general overview of the parent-student dynamics is that the parental educational levels influence their children's academic achievement. Past research has shown clearly that parental possession of a college degree leads to higher incomes, higher educational attainment, and a choice of more selective colleges for their children. As cited by Gooding (2001) Many researchers do imply that there is a relationship between the level of parent and the academics achievement of the parents. After getting the clear picture of the long effects of students not doing well in the schools, parent have to be diligent to keep watch, provide, motivate and help their children to attain high level of academic performance. The role of parent is really huge not only on educating their children but also grooming them to be a better human being.

Statement of the problem

Reports have shown that there has been a downward trend in academic performance of Nigerian secondary school students in general and in Ikere

Local Government area of Ekiti State in particular. It is a common knowledge that performance of students at the senior school certificate examination has been low for quite some time. A large number of students have records below appreciable grades. This has slowed down the rate of education progress and development in the country. Parents, teachers, curriculum experts, school counselor, opinion makers and relevant stakeholders have also expressed considerable concern about this poor performance in external examination such as National Examination Council (NECO); West African Examination Council (WEAC); Unified Tertiary Matriculation Examination UTME organized by Joint Admission Matriculation Board (JAMB); various universities entrance examinations. These various organization revealed that the influence of schools (both human and non-human factors within the learning environment), negative peer pressure and poor time management as being responsible for poor academic performance etc neglecting the adverse effect of family background characteristics as created by the parents themselves. Consequent upon poor performance, many students have overstayed in secondary school education beyond six years. However, family background plays important roles in the academic performance of a child. Parents' education plays important roles in the thought and behaviour of a child. Parent with high education background, strong involvement in the academic pursuit of their wards would positively influence the children to achieve the very best. They will help to instill dignity of labour, hard work to attain success in their various chosen endeavours. It is in view of these concerns that this study will be carried out to determine the relationship between family background and students' academic performance in public secondary schools in Ikere Local Governemnt Area of Ekiti State.

Research Questions

Based on the problem stated above, three (3) research questions were raised and answered in the course of this research work. They include;

1. What is the pattern of relationship between independent variables (parents' level of education, parents' occupation, parents' motivation family size) and students' academic performance?
2. What is the joint effect of the independent variable (parents' level of education, parents' occupation, parents' income, parents' motivation family size) and students' academic performance?

Scope of the study

Geographically, the study is limited to public secondary school students in Ikiere-Ekiti Local Government Area of Ekiti State. Conceptually, the study revolved around family background characteristics and students academic performance. This study is limited to finding the relationship between family background and students' academic performance in public secondary school student in Ikere-Ekiti Local Government Area of Ekiti State with regards to parents' level of education, parents' occupation, parents' income, parents' motivation and family size.

Significance of the Study

This research study is of great significance. It presents an up-date of the family background as factors responsible for the academic performance of secondary school students. Based on the findings of the study, proper decisions can be made by stakeholders. This cuts across students, teachers, parent, school administrators, the government etc. It is of paramount importance that his study would help in providing empirical information in identifying and explaining the various family background variables on students' academics achievement. It would shed more light on better understanding of the phenomenon. The finding from this study would be of immense benefits to the parents, counselors, teacher, the society, school and researchers. It would serve as a useful instrument whenever they seek to chart a successful secondary school programme for their children/ students. It would also directly lead to raising the standard of education in

that school will pride producing student who can contribute meaningfully towards the development of the nation in future.

This study would afford students in secondary schools the opportunity to understand the causative factors of poor academic performance in external examinations. It would also provide them the means of overcoming the challenges. Government on their part would find the result of this study, very useful. It would be a source of guide in their next phase of policy making concerning secondary school education in the country. This study would finetune the functionality of the theoretical postulations Maslow's motivation theory which states that motivation is very important in learning and a learner motivated condition, exhibits purposeful behaviour aimed to achieving the set goals. This study would avail all and sundry to see the importance of motivation as a potent tool to learning. When the findings of this study are put to work, academic performance would be enhanced. This would increase the rate of education attainment which would enhance National Growth and Development at the long run. In addition, misconception as regarding the causes of poor academic performance would be revealed so that efforts and resources wrongly channels can be averted. Finally, the results of the work would be of great help to future researchers it will provide leverage for source of research materials or empirical data for them.

Operational definition of terms

Family- A group consisting of blood related people including those adopted to the group.

Family background – refers to circumstances and past events that help to explain how a child develops.

Academic – The process of teaching and learning in school. It involves reading, studying and examinations.

Performance – Refers to degree of attainment of the requires grades in school situation.

Students' academic performance – it is the extent to which public secondary school students have achieved their short or long term educational goals.

Family size – It is the total number of children in addition to the child himself.

Parental Involvement – It includes several forms of participation by the parents in education of their children and with the school such as helping their homework, providing encouragement arranging for appropriate study time and space.

Review of Literature

This chapter presents the review of related literature to the study

Theoretical Framework

Lee Vygotsky's Social development Theory (1896-1934)

Abraham Maslow's Theory of Human Motivation

Conceptual Framework

Academic performance

Family background characteristics

Parents' level of education

Parents' occupation

Parents' income

Parents' motivation

Family size

Appraisal of Literature Review

Theoretical Framework

Lee Vygotsky Social development Theory (1896-1934)

Vygotsky's Social Development Theory was propounded by Russian Psychologist Lev Vygotsky (1896 - 1934), who lived during Russian Revolution. Vygotsky's work was largely unknown to the West until it was published in 1962. Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behaviour. Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes.

1. Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological)."
2. The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.
3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Vygotsky focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences (Crawford,

2000). According to Vygotsky, human use tools that develop from, a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate. Initially children develop these tools to serve solely as social functions, way to communicate needs. Vygotsky believed that then internalization of these tools led to higher thinking skills.

Many schools have traditionally held a transmissionist or instructionist model in which a teacher or lecturer 'transmits' information to students. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teachers and students are therefore shifted, as a teacher collaborate with his or her students in order to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher.

Vygotsky laid emphasis on the concept of culture and human development. The concept of culture and education is inseparable. He opined that as learning progresses, the child's own language comes to serve as her primary tool of intellectual adaptation. Eventually, children can use internal language to direct own behaviour. Vygotsky's internalization refers to the process of learning-and thereby internalizing –a rich body of knowledge and tools to thought that first exist outside the child. This happens primarily through language.

A difference exists between what child can do on his/her own and what the child can do with help. He calls this difference the zone of proximal development. Since much of what a child learns comes from the culture around her and much of the child's problem solving is mediated through an adult's help, it is wrong to focus on a child in isolation. Such focus does culture and social agents, such as parents and more competent peers, contribute significantly to a child's intellectual development.

Abraham Maslow's Theory of Human Motivation

Abraham Maslow, a psychologist developed the theory of human motivation now known as Maslow's Hierarchy of Needs in 1947, Maslow noted that some human needs were more powerful than others. He divided those needs into five general categories, from most urgent to most advance: physiological, safety, belonging/love, esteem, and self-actualization. Maslow first published his theory in the 1940s and it became a widely accepted notion in the field of psychology and anthropology. Maslow was a professor at Brandeis University from 1951 until 1969; his major texts included *University from 1951 until 1969*; his major texts included *motivation and Personality (1954)* and *Toward a Psychology of Being (1962)*. Maslow consequently extended the idea to include his observations of human's innate curiosity. Over the years, Maslow's hierarchy of needs theory remains relevant. It posits where the lower order needs (physiological and safety needs) may be linked to organizational culture. Every new organization passes through this lower order stage in which they struggle with their basic survival needs.

At the third level of the Maslow's hierarchy, social needs would correspond to the formation of organized roles within the organization into distinct units, depicting the human resource management function which resonates according to the tone set by environmental culture. The positive interaction of human beings, learning and learning factors would result in relaxed, creative and friendly classroom setting which is devoid of tension, teachers' sole authority and students' subservience which is capable of truncating the teaching-learning processes. Abraham Maslow' believed that man is inherently good and argued that individuals posses a constantly growing drives that have great potential. The needs hierarchy system, devised by Maslow (1954), is a commonly used scheme for classifying human motives. It involves five categories of motives arranged with lower-level needs on the bottom which must be satisfied first, before the higher level needs come into play (Wallace, Goldstein and Nathan 1987, 277). The five general levels

of needs as described by Hamner and Organ are shown in the following hierarchical order.

- i. Physiological needs: Food water, sex and shelter
- ii. Safety needs: Protection against danger, threat and deprivation. Behaviour which arouse!-; uncertainty with respect to continue employment or which reflects favourism or discrimination. Unpredictable administration of policies is powerful motivators of the safety needs in the employment relationship at every level (Hamner and Organ 1978, 137).
- iii. Social needs: Giving and receiving of love, friendship, affection, belonging, association, and acceptance. (If the first two levels are fairly well gratifies a person becomes keenly aware of the absence of friends).
- iv. Ego needs: Need for achievement (n Ach), adequacy, strength, and freedom. The essence this is the need for autonomy or independence. Status, recognition, appreciation, and prestige. In essence this is the need for self-esteem or self worth.
- v. Self-actualization needs: the need to realize one's potentialities for continued self-development and the desire to become more and more of what one is and what one is capable of becoming. (The conditions of modern industrial life afford only limited opportunity for the self-actualizing need to find expression) (Hamner and Organ 1978).

The relevance of Maslow's Theory of Human Motivation to the Study

Two major postulates can be derived from Maslow's need hierarchy. They are: 1) A satisfied need is not a motivator of behaviour. 2) To the extent that lower order needs becomes satisfied, the next higher-order level of needs becomes the most pre-potent determinant of behaviour (Hamner and Organ 1978, 139). The extent that jobs incorporate elements that satisfy some higher order human needs determines their potential for motivating workers (Imel 1982, 3). A person's level of aspiration is closely related to

the hierarchy of needs (Haimann, 1973). The ultimate need category described by Maslow was that of self-actualization. This belief served as the basis for the assumption of McGregor's Theory Y viewpoint on motivation which was based on self-direction, self-control, motivation and maturity (McGregor, 1960).

Concept of Academic performance

Adedeji (1998) asserts that academic performance is the display of knowledge and skills attained, as shown by the marks or grade achieved by the students of a school in an examination. It is the extent to which a student meets with the expectations of his/her studies. Tella and Aremu (2009) defined poor academic performance as the performance that is adjudged by the examiner/tester as falling below standard. Academic performance is therefore, an academic achievement that has been rated by a grade. It is usually measured against set standards with grades awarded for marks obtained in a test or examination. A student's academic performance in secondary school is rated using a number of parameters. Oluwakemi (2008), identified eight rating parameters for evaluating students academic performance namely inventories, punctuality, classwork, assignments, dressing, practical, attendance and participation in class. In SSCE, academic performance is measured only in cognitive aspect as shown by the student's grade. Distinctions and Credits are often regarded as good grades while passes and fail are regarded as poor grades. The interpretations of the various grades are follows:

Table 2.1: WAEC Grades Reflecting Academic Performance

Grades	Interpretation
A1	Excellent
B2	Very Good
B3	Good
C4	Credit
C5	Credit
C6	Credit
D7	Pass
E8	Pass
F9	Fail

Source: WAEC Handbook, 2017

Factors responsible or poor academic performance

Several factors have been found to be responsible for poor academic performance of students in public secondary school. This ranges from those identified directly by External examination bodies like WAEC, NECO, JAMB to those identified by several researchers. This includes students' efforts, previous schooling (Siegfried and Fels 1979, Anderson and Benjamin, 1994), parental education and family income (Devadoss and Folts, 1996) self motivation, age of student and learning preferences (Arinpin, Mahmood, Rohaizad, Yeopnu, and Anuar, 2008). Others include class attendance (Romer, 1993), entry qualification and school influence. Tella and Aremu (2009) have opined that the search for the causation of poor academic achievements is unending. Some of the factors however, include poor motivation, orientation, self esteem/self efficacy) emotional problem, study habits, teacher consultation, poor interpersonal relationship etc. A more detailed presentation of the causes of poor academic performance has been shown by Bakare (1994). They are:

- ☞ Causation resident in the child been such as basic cognitive skills, physical factors, peer influence, health factors, psycho-emotional factors, lack of interest in school programme etc.

- ☞ Causation resident in the family such as cognitive stimulation, basic nutrition during the first two years of the student, type of discipline at home, lack of role model and finance etc
- ☞ Causation residents in the school such as school environment, physical building of school, interpersonal relationship among the school personnel etc.
- ☞ Causation resident in the society such as instability of educational policy, underfunding of education sector, leadership and job losses etc.

Family Background Characteristics and students' academic performance

Family background plays an important role in successful school outcomes. It is a collective terminology comprising of variety of family features including structure, socio-economic status, parental school involvement, parental relationship quality, parental school aspirations, parents' level of education, size, cultural background, parental involvement in both academic and extra-curriculum activities of the children, domestic issues, organizational and physical closeness, and so on affect student's academic performance. These have been found to predict academic achievement (Astone and McLanahan 1991; Keith et al. 1993). No doubt, it becomes imperative to investigate the different aspects of academic achievement within a specific family situation. However, the family situations cannot be detached from the general culture (example, societal values traditions, attitudes and home environment). Qaiser, Ishtiaq, Zaitoon and Wahab (2012) noted that researches reveal that there are a variety of factors that account for the poor and unsatisfactory academic performance of students. According to them, such factors include illiteracy of parents, domestic issues and problems, large family size, lack of parent's attention and control, low socio-economic status and family structure.

Parents' level of education

The influence of the level of education of parents on the academic performance of their children is evident in all countries. Pamela and Kean

(2010) states those that students whose parents have a tertiary level of education perform, on average, significantly better in test of science, reading and mathematical ability than do those whose parents have only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries. Even though the majority of the literature on parents' education pertains to the direct, positive influence on achievement (Ryan and Deci, 2000), the literature also suggests that it influences the beliefs and behaviour of the parents leading to positive outcomes for children and youths (Heiss, 2006) for example, Alston and Williams (2002) found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-income families to the actual performance of their children, Low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance.

Research on parenting also has shown that parent education is related to a warm, social climate in the home. Gottfried et al. (2004) found that both mothers' education and family income were important predictor of the physical environment and learning experiences in the home but that mothers' education alone was predictive of parental warmth Likewise, Smith et al. (2007) found that the association was mediated by the home environment. The mediation effect was stronger for maternal education than for family income. Thus, these authors posited that education might be linked to specific achievement behaviours in the home. Murray and Fairchild (2009) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some consistent direct influence on children's cognitively stimulating home environment. Iverson and Walberg (2002) had revised 18 studies of 5,831 school-aged students on a systematic research of educational,

psychological, and sociological literature. Accordingly, they had concluded that students' ability and achievement are more closely linked to the socio-psychological environment and intellectual stimulation in the home than they are to parental socio-economic status indicators such as occupation and amount of education.

Moreover, the extent of education of parents has influence on the quality of education given to their children up to secondary school level. In some literature, discussions on family educational background is intertwined in socio-economic status and it have been widely used for predicting academic performance. White and Marakinyo (2003) reported that there is a relationship between socio-economic status (SES) and academic achievement. According to White and Morakinyo (2003), a definite relationship exists between SES and academic achievement. He noted that the frequency obtained correlation ranged from 0.10 to 0.70 which is a positive relationship. This implies that as one factor increases, the other also increases.

Highly educated parents can also use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviours, patterns of speech, and cultural references that are valued by the educational and professional elite. In most studies, parental education has been identified as the single strongest correlate of children's success in school, the number of years they attend school, and their success later in life. Because parental education influences children's learning both directly and through the choice of a school-related factors. Teasing out the can be attributed to direct impact and how much to school-related factors. Teasing out the distinct causal impact of parental education is tricky, but given the strong association between parental education and student achievement in every industrialized society, the direct impact is

undoubtedly substantial. Furthermore, quasi-experimental strategies have found positive effects of parental education on children's outcomes. For instance, one study of Korean children adopted into American families shows that the adoptive mother's education level is significantly associated with the child's educational attainment.

Parents' occupation

Parents' occupation can be classified in two levels – civil service and trading which are the dominant occupations of people living within the geographical location of the study. In a study carried out by, Osuafor 2013 on the influence of family background on academic achievement of secondary school biology students in Anambra State, the result shows that the mean achievement score of students whose parents are civil servants is higher than that of the students whose parents are traders. This may be possible because such parents are likely to be more educated than parents who are traders and are therefore expected to know the value of education more than the traders. However, this influence of parents' occupation on students' achievement in biology was not significant. The implication of this is that everybody is now aware of the importance of education, and even the uneducated traders now invest so much on the education of their children to make sure that the educational opportunity they did not have does not elude their children.

It is assumed that the society is divided into different strata based on the possession of social and economic amenities. The stratum which an individual occupies in this socio-economic stratification represents is social class. Status based on socio-economic stratification represents one of the major systems of stratification. Social stratification arises based on the recognition that in all societies, people are ranked and evaluated at a number of levels. Social class is common to most societies, ancient or modern. Following the idea of Max Weber (2006), socio-economic status is usually determined by wealth, power and prestige. Generally, when

comparing and evaluating people, we rank those who are wealthy in terms of material possession, type and size of house, area of residence, and the number of cars, quality of clothes etc. Wealth is strongly correlated with education and occupation and when socio-economic status is measured, these other factors are usually included. Hence in any society, there is social stratification; that is the organization of society in hierarchical order which deals with inequality in society in terms of services, obligation, power and prestige (Morrish, 1977).

Members of a society can be divided into two strata namely:

1. High socio-economic status (HSES) – Consisting of upper and middle classes – the ‘rich’
2. Low socio-economic status (LSES) – Consisting of lower classes – the poor.

In terms of rearing children, middle class parents are probably more permissive; that is democratic while the lower class parents are more rigid; that is autocratic. Reasons for these differences could be traced to the level of education and nature of work or personal experience.

According to (Jeynes 2002), the Socio-economic status (SES) of a child is most commonly determined by combining parent's educational level, occupational status, and income 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 occupation or profession of the parents, the educational level and whether the mother are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress.

Parent Motivation

Motivation is an internal impulse that brings human being to complete an action. Whatever that prompts a person to act in a certain way or at least

develop an inclination for specific behaviour (Kast and Rasenzweig 1985). Without motivation, there is no action.

Motivation is important because it is what causes human being to actively look for resources to guarantee our success. While some motivation requires a conscious effort, others, like looking for food, eating, and finding a sexual partner are innate motives that human beings are born with and allow one to stay alive. Secondary motives keep us motivated to do activities and learn, which depend on each person's culture. Anyone who has struggled through the dreaded History, Chemistry, Mathematics, or English class knows that not everyone is motivated to learn the same things. Motivation may come from one's own interest, or it may come out of necessity (having to learn something for work or survival, like changing a car tire). These kinds of task show your motivation to learn and can highlight an important part of your learning process.

Motivation involves a constellation of beliefs, perceptions, values, interest and actions that are all closely related. Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. Motivation refers to "the reason underlying behaviour" (Guay et al, 2010). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something". Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and is domain specificity this relationship strengthens with age.

Motivation is a process governing choices made by persons among alternative forms of voluntary activity (Hamner and Organ 1978,142). Motivators are the factors that arouse, direct and sustain increased performance (Duttweiler 1986,371). Motivation is those forces within an individual that push or propel him to satisfy basic needs or wants (Yorks

1976,21). The level of needs will determine what rewards will satisfy learner. Dessler (1986), concluded that most psychologists believe that all motivation is ultimately derived from a tension that results when one or more of our important needs are unsatisfied. Burke 1987 cited Maslow (1947) also states that "Only unsatisfied needs provide the sources of motivation. He opined that when a satisfied need creates no tension and therefore no motivation. Russell (1971) opined that it is common that three qualities are included in most definitions of motivation: (1) it is a presumed internal force, (2) that energizes for actions, and (3) determines the direction of action. Thus far, the motivational process has been viewed as a decision-making process which takes place within the employee (Aldag 1979).

High quality parent-child relationships and motivation are characterized by high levels of positive affect and warmth, emotional support, and facilitation of independence (Kenny 1987). Parent relationship quality is positively related to academic performance school engagement, and standardized test scores (Dornbusch et al. 1987; Ginsburg and Bronte 1993; Grolnick and Ryan 1989). Matsen et al. (1999) argued parent relationship quality has a unique and significant relationship with academic achievement and cognitive competence. Parental school involvement is a major influence on students' academic outcomes as well. Measures of parental school involvement typically include (1) parent participation in school activities (e.g PTA meetings, parent-teacher conferences etc), (2) communication between parents and children about school, (3) assistance with homework, and (4) supervision and monitoring of schoolwork (Ho and Williams 1996; Mji and Mbinda, 2005). Parents' active involvement with their children's schooling is related to higher academic achievement. These are exactly what parent's motivation can do to a child's academic performance.

Family size

Family size can be measure in terms of numbers of member living together in a family. Family size refers to number of children in the reference family. They larger the family, size, the more the difficulties encountered by the parents in meeting the needs of the children, both physically and emotionally, particularly in this austerity period when the prices of food and commodities are skyrocketing. The structural analysis of families is important because family is the most important and informal socializing agent that moulds the child in society and the future of the child depends upon it. It helps children to recognize and achieve important societal goals. Impliedly, family setting and background play important role in strengthening or upsetting student's academic performance. Fsmily is the primary socializing agent of which a student is a member since it is in the family that the child is born. One may rightly say that the family is the informal socializing agent all their members are blood relations. Families differ vastly in terms of their significance in social order as some have more prestige, dignity, money and power than others. Three major types of family are nuclear or monogamous, compound or polygamous and traditional or extended families.

Studies performed by researchers proved that each type has its influence on the academic achievements of a child. Many research studies have indicated that children from nuclear families perform better in school than children from the compound or polygamous families (Ajala and Iyiola, 1989). The following reasons are responsible for this; the children have more time for their studies in most cases because there are less people to send them on errands. The reverse is the case in a polygamous family; Children from polygamous and broken homes have tendency to be social deviants due to lack of adequate supervision and care; since there are more people in a polygamous family, they exert a lot of such influences are bad then this will adversely affect the child.

Nuclear families are significantly smaller in size than extended families. Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance (Eamon 2005; Majoribanks 1996). The fewer the family size, the better has somewhat become the 'rule' for higher academic performance. Moreover, the position a child occupies in a family equally plays a significant role in his development and academic achievements. Generally, the first child enjoys benefits particularly among the middle class and the 'rich' (Domina 2005). The parents are excited and determined to give him all he needs. The last born are sometimes not adequately provided for; not only by their parents but equally by their brothers and sisters. The mere fact that their elder brother is a lawyer and their sister is a doctor; blindfold them to the extent that they themselves will not work hard. In other words, they are relaxed by their elders' achievements. However, there are exceptional cases to this.

Appraisal of Literature

Academic performance is the display of knowledge and skills attained, as shown by the marks or grade achieved by the students of a school in an examination. It is the extent to which a student meets with the expectations of his/her studies. While family background plays an important role in successful school outcomes, it is a collective terminology comprising of a variety of family features. Studies have revealed that there are a variety of factors that account for the poor and unsatisfactory academic performance of students and that the search for the factors is unending. These factors include those resident in the child such as basic cognitive skills, physical factors, peer influence, health factor, psycho-emotional factors, lack of interest in school programme; those resident in the school such as school environment, physical building of school, interpersonal relationship among the school personnel; those resident in the society such as instability of educational policy, underfunding of education sector, leadership and job

losses etc; and most important to this study those resident in the family. That is, the family background of a child; such as cognitive stimulation, basic nutrition during the first two years of the students, socio-economic status, parent's level of motivation, occupation, education, family size, belief system, type of discipline at home, lack of role model and finance etc.

Methodology

Research Design

This study adopts descriptive survey research of the ex-post-facto type to investigate the relationship between family background and students' academic performance in public secondary schools in Ikere-Ekiti Local Government Area of Ekiti State.

Variable of the study

The variable of the study include the following

Independent Variable

Family Background Factors

Parents' occupation

Parents' motivation

Parents' income

Parents' educational qualification

Dependent variable

Students' Academic Performance

Population of the study

The target population of the study comprises of all students in public secondary schools in Ikere-Ekiti Local Government Area of Ekiti State.

Sample and Sampling Techniques

The sample of the study consists of senior secondary school students that were selected through ballot system from schools with Ikere-Ekiti Local Government Area of Ekiti State. In all, two hundred students participated

in the study. Twenty students were randomly selected from each of the schools to give a total of two hundred respondents.

Research Instrument

Through proper scrutiny of literature, the researcher seek good instrument that are related with this study, after which, the researcher came up with a self-designed instrument titled “Questionnaire on the relationship between family background and students’ academic performance in public secondary schools QRFBSAP” which was used. It was basically divided into three parts. The section a contains items which were based on the demographic information of the respondents which include; age, gender, parents occupation, socio-economic status, educational qualification, family size. Section B contains item on parents’ motivation to their children’s performance with eight items; while section C contains twenty items which were meant to elicit information on students’ academic performance.

Validity of the instrument

The researcher subjected the test instruments to face and content validity. This was to ensure that the instrument conforms to standards requisite for the study. The researcher’s supervisor inspected the instrument. The suggestions and corrections made were effected before the instrument was taken to the field for data collection.

Reliability of Instrument

The researcher evaluated the reliability of the instrument. This was carried out using Cronbach alpha coefficient which yielded. 781. The purpose of the reliability test was to examine the degree of consistency with which the test instrument measures what they are designed to measure.

Procedure for data collection

In administering questionnaires to the respondents sampled for the study, the researcher visited their school and introduced herself for the purpose of the visit. The instrument was administered directly by the researcher to the respondents. Subsequently, she explained the contents of the instruments and requested for their kind response in filling it. All the questionnaires administered out were collected back directly by the researcher same day.

Method of Data Analysis

Data collected through the questionnaire were collected and analyzed by the researcher using the descriptive statistical methods; Statistics of frequency counts, Simple Percentage, Mean and Standard deviation. Also the inferential statistics of Pearson product Moment Correlation and Multiple Regression at 0.05 level of significance different to estimate and show relationship between family background and students' academic performances.

Results and Discussion

This chapter presents the findings of this study. The results obtained through the questionnaire administered are presented and discussed starting with the demographic characteristics of the respondents and the answer to the research questions presents in a tabular form based on the result obtained from the analysis.

Demographic data Analysis Result

Table 4.1 Distribution of Students according to age

Demographic Information		Frequency	Percentage (%)
Age range of respondents (in years)	10 – 13 years	129	64.5
	14 - 0 17 years	51	25.5
	18 – 21 years	20	10
	Total	200	100

Table 4.1 shows the age distribution of the respondents that were involved in this study. The table shows that 64.5% of the respondents fall between age 10-13 years which constitute the larger number of the total respondents; 25.5% falls within the age bracket 14 – 17 years old and 10% falls between the ages of 18 – 21 years. By implications majority of the respondents are teenagers and are matured enough to answers question pertaining to the family background.

Table 4.2 Distribution of Students according to gender

List		Frequency	Percentage (%)
Gender of Respondents	Male	68	34
	Female	132	66
	Total	200	100

Table 4.2 shows that gender distribution of the respondents that were involved in this study. The table shows that 34% of the respondents were male while 66% were female. This implies that majority of the respondents surveyed are female.

Table 4.3: Distribution of Students According to educational qualification of parents

List		Frequency	Percentage (%)
Educational Level/Qualification of parents	NCE/OND	53	26.5%
	Bachelors' degree/HND	132	66%
	Masters' degree	11	5.5%
	Ph.D	4	2%
	Total	200	100

Table 4.3 shows the distribution of respondents according to their parents' educational qualification as follow; those with NCE/OND constitute 26.5%;

Bachelor' degree/HND constitutes 66% Master degree 5.5%, and Ph.D 2%. By implication, high frequency of respondents comes from Bachelors' degree/HND, followed by NCE/OND. This shows that virtually all the respondents are highly education in their chosen field. This is more than average.

Table 4.4 Distribution of Students according to parents' occupation

List		Frequency	Percentage (%)
Parent Occupation	Business Tycoon	56	28
	Civil Servant	41	21.5
	Entrepreneur	17	8.5
	Private Organization Workers	75	35.5
	No job yet/Out of work	11	6.5
	Total	200	100

Table 4.4 shows the distribution of respondents according to their parents occupation. Private organization workers ranked the highest with 35.5% of the total respondents, while those claimed that their parent are out of jobs ranked least with 6.5%. by implication, virtually all the parents of the respondents are working.

Presentation of Results

Answers to the research questions

Based on the problem stated above, three (3) research questions were raised and answered in the course of this research work. They include;

Research question 1: What is the pattern of relationship between independent variables (parents' level of education, parents' occupation, parents' income, parents' motivation and family size) and student's academic performance?

Table 4.6: zero order correlation (matrix table) showing the relationship between independent variables (parents' level of education, parents' occupation, parents' income, parents' motivation and family size) and students' academic performance.

	M	SD	Students academic performance	Parents' level of education	Parents' Occupation	Parents' income	Parents' motivation	Family size
Students academic performance	21.37	3.667	1.00					
Parents' level of occupation	30.38	5.274	.534**	1.00				
Parents' occupation	19.52	3.532	.481**	1.00				
Parents' income	35.79	5.686	.490**	.554*	.614	1.00		
Parents' motivation	38.37	6.314	.386**	.397**	.366**	.598**	1.00	
Family size	29.10	5.567	-.134	.087	-.666	.462	.085	1.00

Correlation is significant at the .05 level (2 tailed)

Table 4.7 shows the correlation co-efficient between all the subsets of the independent variables; family background (parents' occupation, parents' income, parents' motivation and family size) and dependent variable (students' academic performance). Parents' level of education ($r=.536$; $p<.05$); Parents occupation ($r=.481$; $p<.05$); Parent income ($r=.490$; $p<.05$); Parents' level of motivation ($r=.386$; $p<.05$) and family size ($r=-.134$; $p<.05$) correlated significantly with students academic performance. The five subsets of independent variable; family background correlated significantly among themselves as well as with dependent variable; students' academic performance.

Research Question 2: what is the join effect of the independent variable (parents' level of education, parents occupation, parents' income, parents' motivation and family size) and students' academic performance?

Discussion of finding

The socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspiration. Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. They also easy access to information regarding their children's health, as well as social, emotional and cognitive development (Ojo and Yilma 2010).

Asikhia (2010) noted that "family educational background and socio-economic status influence the academic performance of students; that these two are lumped together because they are related and one may rightly say that they are married and hence should not be divorced". Schulz (2005) contended" that socio-economic status (SES) is an important explanatory factor in many different disciplines like health, child development and educational research". Research has shown that socio-economic status is associated with health, cognitive and socio-emotional outcomes. In many different and complex ways.

According to Uche (2010) parental socio-economic status of the children of literature and high income parents perform better in school than those from poor and uneducated parents. Children from, high socio-economic homes eat balanced diet, enjoy good health and facilities that stimulates their intellectual activity and make them perform better academically then their counterparts who indulge in smoking cigarette, India hemp which have scattered their brain which may result to poor performance. He asserts that adolescent who come from homes regarded as having good or high socio-economic status may tend to do better than those who have poor homes. The study revealed that insufficient parental income; family type and lack of funding by government are factor influencing student's academic performance. Lack of quality supervision by parents has been identified as

one if the home environmental variable known to influence children's life to a great extent, Farrell and Barnes 2000.

In contrast, to the finding of this study, Eke (1999) conducted a study on the relationship between home environmental factors and academic performance of secondary school students on Gboko Local Government area of Benue State. The purpose of the study specifically was to examine how home environmental factors affect students academic performance. The study design was correlation coefficient to determine the extent to which home environment mental factors relate with academic performance of students in schools. A sample of 200 students was used for the study. He analysed the data using Pearson's product moment correlation method. It was revealed from the study that the socio-economic background of parents is not significantly related to the academic performance of students in Ikere-Local Government of Ekiti State.

Parents' motivation is another family background factor which influences the academic achievement of students. Student under motivated condition, exhibits purposeful behaviour aimed at achieving academic set goals. The achievement of these goals determines the motive. Kickey and Lindsey (1995) clearly distinguished two perspectives of motivation; these are situational and dispositional perspectives. According to them, disposition perspective asks question about students' general orientation according to learning which relates the students' priority and students' nature. The situational perspective according to the scholars focuses on learning context. These scholars further identified to factors that greatly influence students' motivation. These are: interpersonal factors such as curiosity, perseverance, and autonomy (intrinsic-factors) and environmental factors such as parents peers and sibling (extrinsic factors).

Summary, Conclusion and Recommendations

This chapter contained a summary of the major findings of the study. It is followed by conclusion based on the findings and recommendations to relevant stake holders as well as suggestions for further research.

Summary of findings

Then study examines the relationship between family background and students' academic performance in public secondary schools in Ikere-Ekiti Local Government Area of Ekiti State. The copies of questionnaire designed for the study were administered on 200 respondents. The researcher ensured that all the questionnaires were retrieved same day after they had filled it. Three research questions were raised to guide the study. The data collected for the study was subsequently analysed with the use of descriptive (simple percentage, mean, standard deviation) and inferential statistical tools (Multiple Regression). The key findings of the study with regards to the research questions show the following:

The summary of the findings of this research were as follows:

- i. The analysis of family background as a factor responsible for students' academic performance in Ikere-Ekiti L.G.A of Ekiti State showed that there is a strong and positive relationship that exists between them. The five subsets of independent variable; family background correlated significantly among themselves as well as with dependent variable; students' academic performance. It was found out that family size has no direct link with students' academic performance while the remaining subsets had.
- ii. The study showed that there is a joint effect of family background characteristics on students' academic performance when together. The composite construct yielded a co-efficient of multiple correlations (R) of .457 and a multiple R square of .209. This means 20.9% of the total variance in the academic performance of the

respondents is accounted for by the combinations of the subsets of the independent variables, when taken together.

- iii. The study further revealed that parents' income, occupation and motivation are the most potent contributions to the prediction while family size and parents' level of education influence contributions to the prediction.

Conclusion

Education is the right of every child and cannot be taken for granted. Across the world, 59 million and 65 million adolescents are out of school. More than 120 million children do not complete primary education, not talk of doing well in the secondary schools due to various factors. From the findings of the study, it was concluded that family background influences students' academic performance in secondary school. Prominent among the family background factors include; parents' level of education, parents' occupation, parents' income, parents' motivation and family size. There exist a close relationship between the independent (family background) and dependent variable (students academic performance). It is expedient that parents themselves having being to their wards. They should stand a better chance to support their children for better academic achievement. On parental motivation, it was found that students who received encouragement and motivation from the family perform better in schools than their counterparts from non-encouraging families. The major reasons for the observed different in performance are the motivation and positive attitude of the parents towards their children's academic progress. Also students; from middle and high level background tend to achieve more than students from low background. Based on the finding of this, it is concluded that family size is not a significant factor responsible for students' academic performance.

Recommendations

Education is an important instrument of change in modern societies. Provision of adequate and relevant education is the best thing a nation can do for its citizens. This is more so, because education is a virile weapon against ignorance, disease, poverty and as a means of producing enlightened, responsible and industrious citizenry and prosperous nation. Based on the findings of this and the conclusions drawn from it, the researcher hereby make the following recommendations:

1. Parents, guardians or sponsors and the government should acknowledge the contribution of family background to effective teaching and which would eventually determine the extent to which students would perform in their academics.
2. Efforts should be made by parents r guidance not to allow their parents' socio-economic and educational background, level of income and family size influence their academic pursuits either consciously or unconsciously. This will assist to improve on their performance.
3. Parents should endeavour to control the size of their families to a manageable on. This will enable them make good use of the available resources to care of the education of their children, and could lead to the high level of academic performance of such students.
4. Governments should work with parent and teacher associations, as well as the private sector and civil-society organizations, to find the best and most constructive ways to improve the quality of education. Innovation has to be harnessed, and new partnerships must be forged so that students will be improved academically. Additionally facilities such as laboratory and library should be mapped out as their absence in any school could render teacher handicap in discharging their duties.

Limitations of the study

Certain limitation constrained the researcher in the process of carrying out the study. The first limitation experienced is that the study was carried out in only one local government in Ekiti State, thereby limiting its geographical scope. Apart from this, students' poor attitude to questionnaire is another issue. Virtually all the students found were unwilling to take the questionnaire. However, despite these limitations, the findings from this study would provide a good reference point when referring to the relationship between family background and students' academic performance in public as well private secondary schools.

Suggestions for further studies

The researcher suggests that a replica of the study be carried out on a wider geographical scope. Results from such studies would provide adequate guide to stake holders in secondary school education beyond the limit of a local government as in the case of this particular study.

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