

An International Journal
of Psychology in Africa

Ife PsychologIA



Vol. 21 No 1, 2013

*Published by the Ife Centre
for Psychological Studies*

**An International Journal
of Psychology in Africa**

Vol. 21 No. 1, 2013

**Published by the Ife Centre
for Psychological Studies**

IFE

PSYCHOLOGIA

VOLUME Twenty-One

ISSN 1117-1421

NUMBER One

MARCH 2013

CONTENTS

NAME OF AUTHORS	PAGE	TITLE OF ARTICLES
Akinsola Esther Foluke	1	Demonstration of Shared Intentionality by Nigerian Infants: A Study of Some Mother-Infant Dyads
Adejuwon Grace A, & Lawal M. Abiodun	17	Perceived Organizational Target Selling, Self-Efficacy, Sexual Harassment and Job Insecurity as Predictors of Psychological Wellbeing of Bank Employees in Nigeria
Adewuyi Temitayo Deborah & Ayenibiowo Kehinde O.	30	Memory and Digit Span Experiment among Psychology Students in Lagos State, Nigeria
Akanbi Samuel Toyin	40	Comparison of Test Anxiety Level of Senior Secondary School Students across Gender, Year of Study, School Type and Parental Educational Background
Ben-Caleb Egbide, Uwuigbe, Uwalonma & Godwyns Ade' Agbude	55	Capital Budgeting, Government Policies and the Performance of SMEs in Nigeria: A Hypothetical Analysis
Olaniyi Bojuwoye	74	Intergrating Principles underlying Ancestral Spirits Belief in Counselling and Psychotherapy
 E. N. Bolu-Steve & W. O. Sanni	90	Influence of Family Background on the Academic Performance of Secondary School Students in Nigeria

Imhonde, H. O. Ndom, R. J. E. & Ehon, A	101	Social-Support, Self-Esteem and Depression as Determinants of Quality of Life among Sickle Cell Patients
Jegede Ajibade Ebenezer & Joshua Segun	114	Domestic Terrorism, Official Response and the Politics of Black Gold in Niger-Delta, Nigeria
Ejike Okonkwo	127	Dual Income Family, Gender and Adolescents' Self-Esteem
Oyelakin Richard Taye	139	A Discourse on Putnam's Analogical Hypothesis of Mental State and Machine State
Tesfay Teferi Bahta & Sumaya Laher	164	Exploring the Reliability and Validity of a Tigrignan Translation of the NEO-PI-R in an Eritrean Sample
Onuoha Uchenna C & Ayeerun Tolulope	182	Perceived Organizational Support and Some Demographic Variables predicting Organizational Commitment of Non-teaching Employees in a State-owned Nigerian University
Yusuf Florence Adeoti	194	Effects of Peer Modelling Technique in Reducing Substance Abuse among Undergraduates in Osun State, Nigeria
Akanbi Moses Ayokunle, Adetoro Gbemisola Wuraola & Duru Obuchi	206	Influence of Socio-Cultural Factors on Child's Upbringing in Oshodi/Isolo Local Government Area of Lagos State, Nigeria
Yusuf Felicia & Ilo Promise	217	Library Support for Covenant University's Core Value of Capacity

		Building
Esau N. Mwantu & Ngwama Justice Chidi	228	An Analysis of the Interactive Effects of Demographic Variables on Students' Academic Performance in Nigerian Universities
Bakare, Avez Oluwatoyin	245	Socio-demographic Variables as Predictors of Psychological Well-Being amongst Adolescents with Hearing Impairment in Southwest Nigeria
Emmanuel U. Oramah	260	Workplace Counselling in Nigeria: Problems and Prospects
Akume, G. T., Awopetu, R. G., & Nongo, T. T	274	Impact of Socio-Economic Status of Parents and Family Location on Truant Behaviour of Secondary School Students in the North-West Senatorial District of Benue State
Dinah Baah-Odoom & Gerard A. Riley	284	The Role HIV-Related Blame and Stigmatization play on Risk Perception, Self-Efficacy and Sexual Behaviour among Students in Ghana.
C. K. Imo., U. C. Isiugo- Abanihe., & O. D. Onabanjo	304	Knowledge and use of Contraceptives among Urban and Rural Women of Abia State, Nigeria.
Mokuolu, B. O	324	Assessment of Social Anxiety and Its Correlates among Undergraduates in Southwestern Nigeria
Uzochukwu N. Israel	346	Physical Self-Efficacy and Academic Level as Predictors Of University Maladjustment

**Oluwole, David Adebayo;
Adeyemi, Moyo Abidemi; &
Oyebiyi, Dele Augustine**

361

Predictive Influence of Factors
Predisposing Secondary School
Adolescents Dropouts to Sexual
Risk Behaviour in Ogun State

Accolades

387

A Sample of Review Notes

390

Ulrich International Directory

392

Reach Us

393

Sabinet Online

394

Proquest

395

Invitation to Subscribe

396

Ife Psychologia (RC LAZ011934)

397

Ife Psychologia:

398

African Journal Online

399

Influence of Family Background on the Academic Performance of Secondary School Students in Nigeria

F.N. Bolu-steve* & W.O. Sanni

Department of Counsellor Education, Faculty of Education,
University of Ilorin, Nigeria

Abstract

The study was conducted to investigate the influence of family background on the academic performance of secondary school students in Nigeria. The study was carried out in the three senatorial districts of Kwara State. Three hundred respondents participated in this research. Descriptive statistics was used to analyze the data while t- test and Analysis of Variance (ANOVA) were used to test the three generated null hypothesis at 0.05 alpha level of significance. The findings showed that there were no significant differences in the influence of family background on academic performance of secondary school students based on gender and age while a significant difference was noted based on family type. Based on the findings of the study, it was recommended that the government should establish guidance counselling programmes in every secondary school in Nigeria. Also parents should endeavor to create an enabling home environment for their children so as to encourage good academic performance.

Keywords: Family Background, Academic Performance, Parents, Students

Introduction

Success, in an educational institution is measured by academic performance. Over the years, the importance of students doing well in school has become the common concern of parent, legislators, teachers, counselors and psychologist. According to Bell (2002), parents devote a lot of resources to their children's education because they believe that good academic performance will provide a

*bolusteve2002@yahoo.com

stable future for them. Also, Wilkins (2001) opined that many educational authorities have sought to find out reasons for the downward trend in the academic performance of secondary school students.

Uwaifo (2008) attributed the cause of poor academic performance of children to a combination of personal and institutional factors. The Personal factors include the level of individual's intelligence, knowledge and ability, while institutional factors are family or parental influence. Olayinka (2004) pointed out that the family is the bed rock of any society. Obayan (2003) reported that a stable and well developed childhood can be guaranteed by a stable family. The current bad economic status of the country has exposed children to undesirable challenges that have negatively affected their academic performance in school. This observation agrees with the report of Adeyinka (2009) that maladaptive behavior arise when parents lack responsibility of their parenthood and that children that were raised from economically disadvantaged background are more likely to have poor academic performance because they lack some basic amenities such as food, clothing and shelter. Abiri and Jekayinfa (2010) agreed that Nigeria is yet to have a philosophy of education when the economic status of the country is unstable. Petit et al (2003) pointed out that psychological needs are potential source of individual's personality and academic achievement. In the same vein, Omolewa (2002) affirmed that academic performance of a child could be traced to the kind of friends he keeps and the home he comes from. Kilgore; Snyder, and Lentz (2000) claimed that the family environment is the most powerful influence in determining a child's academic achievement. It is obvious that families have substantial influence on a child's academic performance.

Statement of problem

According to Abiribi and Jekayinka (2010), education is seen as an instrument per excellence for development and as such, it is the engine that promotes development. Aside from the intellectual capability of a child, the academic performance of a child is also largely determined by the family background. Obayan (2003) stated that the family is the bed rock of any society; it is also the foundation for the academic achievement of the child. Uwaifo (2008) further affirmed that the recent wave of moral decadence and all sorts of anti-social behavior could be traced to poor home background. The Planned Parenthood Federation of Nigeria (PPFN) believes that a good

family life is essential for health and happiness of individual's citizenship, community life and national prosperity. Pal and Sloane (2002) stated that different forms of maladaptive behavior arise because parents have problem establishing and maintaining limits, privilege and responsibility with their children.

The first interaction of the child with people takes place within his home among members of his family, parents, siblings and relatives. The academic performance of a child depends on a number of factors such as, the marital relationship of the parents, the socio-economic status of the family, the atmosphere of the home (whether parents are warm or hostile), the environmental condition, occupational status of the parents and the number of siblings in the family. Previous studies on the influence of family background on academic performance of student includes, Adeyinka (2009) who worked on the influence of single parenting on student behavior and academic achievement. He reported that single parenting have negative effect on the behavior and academic performance of students and such students are prone to being plagued with a lot of problems. Igwesi (2010) conducted a research on the academic achievement of students from monogamous and polygamous families in Offa Kwara state. His findings revealed that students from monogamous family often have better academic performance than student from polygamous family. Adekunle (2011) investigated the influence of family background on the child's cognitive (intellectual) development. He pointed out that the family background is important in the intellectual development of a child. It is obvious from the above reports that the family background of a child could have pronounced effect on their academic performance.

The objective of this study was to investigate the influence of family background on the academic performance of secondary school students in Nigeria. The study also aims at investigating the influence gender, age and family type on the academic performance of secondary school students.

The issue of poor academic performance of students has been of much concern to school holders. This study is expected to enlighten parents on the provision of an enabling family that can positively affect the academic performance of a child.

The teacher would also derive invaluable benefits from this study because the finding will assist them to serve effectively in "loco parentis" The school counselor also stands to benefit from this study because good knowledge of these findings would assist them in counseling students with academic problems.

Methodology

The research design adopted for this study was the descriptive survey method. This is so, because the researcher is interested in finding out the influence of family background on the academic performance of secondary school students in Nigeria.

Kwara State was chosen because it is a gateway between the North and the South of Nigeria. It also has a fair mix of the various ethnic groups and cultures in Nigeria. The study consisted of 300 sampled representatives. Two government-owned secondary schools were purposively selected among the three senatorial districts of Kwara State. The researcher employed simple random sampling technique to select 50 students from each of these schools.

The measuring instrument used for the study was a questionnaire tagged "Influence Of Family Background on Academic Performance Questionnaire (IFBAPQ)". It consisted of section A and B. Section A sought for demographic information such as age, religion, gender and family type. Section B consisted of twenty (20) items on the influence of family background on academic performance.

The instrument was physically administered to the respondent by the researcher with assistance from some *ad hoc* personnel who were specifically trained for this purpose.

The four point *Likert* type response format was adopted in

Section B thus:

SA	-	Strongly Agree	=	4 points
A	-	Agree	=	3 points
D	-	Disagree	=	2 points
SD	-	Strongly Disagree	=	1 point

The instrument contained 24 items, the highest possible score any respondent could attain was 80 (i.e. 4×20) while the lowest possible score was 20 (i.e. 1×20). Therefore, the range was 60 (i.e. $80 - 20$). The midpoint was 30 (i.e. $60 / 2$). The cutoff point was therefore $80 - 30$ (i.e. maximum score minus the midpoint of the range) or $20 + 30$ (i.e. the minimum score plus the midpoint of the range) either of which was 50. Thus, the respondents who obtained scores from 50 to 80 showed a positive family background influence on the academic performance of the student, while those who scored below 50 showed a negative family influence on their academic performance. The reliability of the instrument used for the research study was established using the test-retest method within an interval of four weeks. Pearson Product Moment was used in computing the

correlation co-efficient of the instrument. A reliability co-efficient of 0.64 was obtained which was statistically significant at the 0.05 level of significance. As such the instrument was adjudged to be reliable and considered suitable for research use. The t-test and Analysis of Variance (ANOVA) statistical tools were employed to test research null hypothesis at 0.05 alpha level.

Result

Table 1: Mean and Ranking Order of Respondents on the Influence of Family Background on Academic Performance of Students

S/N	A survey of family background on student academic performance	Mean	Ranking
1	Student from monogamous family perform better in school than student from polygamous family	1.06	1 st
15	The birth position of student in the family influences their academic performance	1.04	2 nd
5	Home environment (parent-child interaction) has influence on the academic performance of students	1.03	3 rd
16	Rivalry among siblings in polygamous family influences the academic performance of the student	1.00	4 th
8	Parents in polygamous family have financial capability to cater for their large family than their monogamous family counterparts have for their small family	0.99	5 th
9	The number of siblings in the family contributes to the student academic performance	0.98	6 th
14	Student from large family size often experience poor academic performance	0.96	7 th
12	Difference in gender influences academic performance of the student	0.95	8 th
2	Student from monogamous family come regularly to school and attempt their assignment than student from polygamous family	0.92	9 th
4	Religion in the family contributes to the poor academic performance of the students	0.92	10 th
6	Occupational status of the parent contributes to the student academic performance	0.92	11 th
11	Rivalry among siblings in polygamous family influences the academic performance of the student	0.90	12 th
7	Ethnic group/custom of the family has influence on the academic performance of the students	0.89	13 th
18	The quality of home environment (basic amenities) influences the academic performance of students	0.87	14 th
19	The location of the family can influence the academic performance of the student (urban or rural area).	0.86	15 th
17	Negligence of children by their parents contributes to the poor academic performance of students	0.85	16 th
10	The educational achievement of siblings in the family influences the academic performance of the student	0.84	17 th

3	Student from monogamous family usually have adequate parental care than student from polygamous family	0.83	18 th
13	literacy of parent influences the poor academic performance of students	0.83	19 th
20	Emotional state of student contributes to their academic performance	0.77	20 th

Table 1 revealed that items 1, 15, 5, 16 and 8 ranked 1st 2nd, 3rd, 4th and 5th. This implied that the family background has profound effect on the academic performance of a child. On the other hand item 20, was ranked as the least.

Table 2: Mean Standard Deviation and t-values of Respondents on Family Background on Academic Performance of Student on the Basis of Gender

Gender	N	Mean	SD	df	Calculated t-value	Critical t-value
Male	134	55.04	4.669			
Female	166	54.05	4.877	298	1.77	1.96

The result of the t-test on table 2 revealed that the calculated t-value of 1.77 was less than the critical t-value of 1.96 therefore the null hypothesis which states that there is no significant difference in the influence of family background on the academic performance of secondary school students on the basis gender is accepted.

Table 3 ANOVA of Respondents on the Influence of Family Background on Academic Performance of Student on the Basis of Age

Source	Sum of Squares	df	Mean Square	Calculated t-ratio	Critical f-ratio
Between Groups	15.930	2	7.97		
Within Groups	6879.056	297	23.16	0.344	3.00
Total	6894.987	299			

The analysis from table 3 showed that the f-ratio of 0.344 is less than the critical f-ratio of 3.00 at 0.05 alpha level of significance. It revealed that the null hypothesis which states that there is no significant different in respect of age is also accepted.

Table: 4

Mean, Standard Deviation and t-value of Respondents on the Influence of Family Background on the Academic Performance of Students on the Basis of Family Type

Family Type	N	Mean	SD	df	Calculate d t-value	Critical t-value
Monogamous	202	54.04	5.002		-2.368*	1.96
Polygamous	98	55.43	4.233	298		

*Significance $P < 0.05$

Table 4 shows that the calculated t-value is -2.368 while the critical t-value is 1.96. Since the calculated f-ratio is greater than the critical f-ratio, the hypothesis was rejected. This implies that a significant difference was found. As such the null hypothesis was rejected.

Discussion

This study revealed that students from monogamous family perform better in school than those from polygamous family. This observation agreed with the views of Wikins (2001) that in a monogamous family both parents have and demonstrate active interest in the child progress and especially, in their academic pursuit. The study also showed that the birth position of a child in the family influences their academic performance. In a typical African family setting the first born is expected to shoulder more responsibilities than the younger ones. This point was buttressed by Oloruntele (2002) that the birth position of a child in the family will determine the kind of responsibility that will be placed on the child which in turn could influence the academic performance and career aspirations of the child. Item 20 was ranked as the least.

The analysis of the hypothesis on the influence of family background on the academic performance of secondary school students on the basis of gender confirmed that there is no significant difference. Tennebaum and Leaper (2002) reported that the cognitive development and academic achievement of a child does not rely on gender but rather on the environment that shapes their inherited potentials. This observation is also in agreement with the views of Obayan (2003) that constant disagreement among parent can affect children emotionally and could lead to poor academic performance.

The second null hypothesis revealed that there is no significant different in the influence of family background on the academic performance of secondary school students on the basis of age. Icado (1998) affirmed that irrespective of a child's age, the

environment in which a child is raised can influence the academic performance of such child at school. However, there is need to develop good interpersonal relationship at home because the home is the principal agent of socialization even before the school. Sharon (2004) opined that age has no effect on individual intelligence quotient (IQ) and academic achievement.

The third hypothesis was rejected because a significant difference was found. This may be true because the family structure has a way of affecting a child's academic performance. Birch and Miller (2006) confirmed that the family has a high influence on the totality achievement of children. Wilkins (2001) opined that in monogamous family, both parents show active interest in what their child is doing at school, while in polygamous family little or no concentration is placed on the child. Polygamous family tends to breed a climate of domestic tension, jealousy and suspicions, leading in the worst case of accusations of witchcraft or poisoning. The tension and conflict within the polygamous homes can create a negative attitude towards the child educational attainment. Mellanby (2000) noted that conflicts are relatively easier to solve in the monogamous family than in the polygamous family. This can indirectly affect the students' academic performance. According to Chauhan (2006) problems unresolved in a family can affect the child psychologically and emotionally. When a child is in a poor mental state as a result of psychological disturbances in the home, there is a high probability of an indirect and negative effect on a child's academic performance.

Counselling Implications

The findings of this study have some implications for counselling. It is important for counsellors to give proper orientation to parents especially during the Parent Teachers Association (PTA) meetings on how the home background can influence the academic performance of their wards.

The counsellor should be available and approachable. This will encourage students to open up and discuss some intimate problems bordering them.

Counsellors should organize seminars and workshop to remind teachers of their responsibilities to these students. The counsellor should also liaise with the parents and the school authority to intimate parents with the happenings in the school as it affects their wards.

Career guidance activities should be organized to encouraged students to appreciate the importance of good academic performance.

Recommendations

Based on the finding of this study, the follow recommendations were made:

1. Government should establish Guidance and Counselling programmes in every secondary school in Nigeria and professional counsellors should be employed.
2. Parent should endeavour to create an enabling environment for the proper upbringing of their children so as to encourage good academic performance.
3. The government should provide free education especially at the primary and secondary school level. This will help students from poor socio-economic background to acquire the necessary education for their future aspirations.

References

- Abiribi, J.O. and Jekayinfa, A.A. (2010). *Perspective on the history of education in Nigeria*. Department of Arts and Social Sciences Education, University of Ilorin.
- Adekunle, O.A. (2011). *A Survey of the impact of single Parenting on students' behavior and academic achievement in secondary schools in Ilorin metropolis*. Unpublished B.Ed. Thesis. University of Ilorin.
- Adeyinka, A.G. (2009). *Marriage and family in changing society*. Ilesha. Wadway Press Publisher.
- Bell M. (2002). *Define academic performance*. Retrieved on 15/July/2012 from <http://www.pt3.org/vq/html/honey.html>.
- Birch, S. and Miller, T. (2006). *The family from institution to companionship*. New York: American Bank.
- Chauhan, M. S. (2006). *Fundamental of child development*. University of California: Sefans Publishers.
- Icado S.M. (1998). Impact of broken home on academic performance of secondary school students in English language. *Journal of Research in Counselling Psychology* 4 (1) 84 – 87.
- Igwezi B. N (2010). *Comparative study of the academic achievement of students from monogamous and polygamous families in Offa, Kwara State*. Unpublish Thesis of B.ED, Project. University of Ilorin
- Kilgore, T. Snyder, H. and Lentz, P. (2000). *Social and personality development*, University of Georgia, Wadsworth Publisher.
- Mellanby, T. (2000). The effect of urban – rural environment on intelligence. *West African Journal of Education*, xx (3), 475 – 482.
- Obayan, O.A. (2003). *Father infant and mother infant interaction in the first year of life*. *Child development* 48 (1) 177 – 181.
- Olayinka, M.O. (2004). *Promoting family ethics and integrity*. Lagos: Macmillan Publisher.
- Oloruntele, A.O (2002). *Family planning and polygamy in Islam*. Ilorin: Princess Printing Press.
- Omolewa, B.V. (2002). *Causes of family problem*. Ibadan: Intext Printers Limited.
- Pal, A. and Sloane, S D (2002). *Maladaptive behavior among the African child*. Cairo. Shanks Publisher.
- Petit et al (2003). *Social and personality development*, University of Georgia, 5th edition revised in (2003). Wadsworth Publisher.

- Sharone, B. (2004). *Clinical assessment of Learning Problems*. London Allyn and Bacon Inc.
- Tennebaum, S. and Leaper, H.(2002). *Social and personality development*.University of Georgia. Revised in (2007), Wadsworth Publisher.
- Uwaifo V.O. (2008). The effects of family structure and parenthood on academic performance of Nigeria university students. *Stud. Home Comm. Sci.* 2(2): 121-124
- Wikins (2001). The attitudes of parents towards education: An Introduction to Sociology.BritainMacdonald and Evans Limited.