Influence of family background on the academic achievement of senior secondary school students in Nsukka educational zone of Enugu state

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Abstract
This study was aimed at investigating the family background factors that can influencestudents' academic achievement in Senior Secondary School in Nsukka Education Zone in Enugu State. To guide the study, five research purpose, five research questions and five research hypotheses were formulated. The design adopted for this study was Ex-post Facto design. The population of the study consists of all senior Secondary students from the fifty three secondary schools in the three local government areas in Nsukka Education Zone. The fifty three secondary schools in the zone have a population of seven thousand, nine hundred and forty five senior secondary students. Out of the fifty three schools, twelve schools were sampled using proportionate random sampling technique. In the twelve schools, all SSII students numbering eight hundred and sixteen (816) were used as the subject of the study. The research instrument was questionnaire on family background influence (FBI), designed by the researcher and validated by experts. The reliability of the instrument was established using Crunbach alpha method. The data collected were analyzed using mean and standard deviation while t-test statistics was used to test the hypotheses at 0.05 level of significance. The instrument was pilot tested in ObolloAfor Education Zone, using 30 students. The reliability coefficient was 0.69. The finding of the study revealed that: Students from educated parents achieve more than those from uneducated parents in academics; students from high-income status parents enjoy considerable advantage in academic achievement than students of low income status parents because their parents were able to afford necessary materials and equipment needed for effective learning in the school; parental level of motivation also influenced students' academic achievement because motivation and reward served as a form of reinforcement for children's learning at school. Based on these findings, the study recommended among others that parents should diversify their sources of income to be able to provide fund for their children's schooling. Parents should equally realize the importance of using rewards and other measures to motivate their children.

Keywords: achievement, Educationa, Nsukka, design

Introduction
Education 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. Education is the process of transmitting what is worthwhile to members of the society. According to Okafor (2010). Education embraces all those experiences of the individual through which knowledge is acquired and intellect enlightened.
Akubue and Okolo (2008), defined family as a small kinship structural group with the key function of natural socialization of the new born. Similarly, in Okunniyi (2004) [29], family is defined as a primary social group of parents, offspring and possibly other members of the household.
Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally Muola (2010) [24]. Children coming from different family backgrounds are affected different by such family conditions that are why some children have good family background while some have poor background.
Formal education therefore remains the vehicle for human development which must start from the family. There are different categories of families. The major categories of families according to Anderson and Taylor (2000) includes: Traditional families–where the father is the major breadwinner and mother at home rearing children; divorced families–families that have been reconstituted following the breaking of marriage; single parent families–likely headed by women; step families–with new siblings and new parents stemming from re-marriage.
A family could also be categorized as extended or nuclear. Extended families are those in which large group of related kin in addition to parents and children live together in the same household. This is the type of families prevalent in African countries. Nuclear families are families where married couple resides together with their children. This type of family is common in Western countries (Andersen and Taylor 2000).
Meanwhile, Ojo and Yilma (2010) [2]. noted that socio-economic status of a family is capable of affecting pupil's behavior and to some extend determines their aspiration in life. Ojo *et al* (2010) [2]. further opined that families having worthy socio-economic status often have more resources in sending their children to school. Most time they usually have access to wide range of ways of providing their children with the needed care, books and also know how to engage them in various learning activities in the house after school. They also have access to good quality information about their children's wellbeing, as well as their social, emotional and mental development both in school and at home. Although, Ojo *et al* (2010) [2]. further revealed that parental

socio-economic status such as family income level are among some of the major challenges face in the family when it comes to providing best possible care and education for their children. Parental level of education is another key factor that influences pupil academic achievement. The role parental level of education plays cannot be over emphasized. According to Gary, (2001), pupil's that grew up under parent who are professional and are engage in managerial occupational backgrounds exhibit higher academic performance than those from dissimilar background.

Similarly, family size and type are also linked to high academic achievement. Family size and type to some extent determines the level of attention and time which a pupil gets from their parents. Financial challenges associated with family with larger size and type could be better explained in Okunyi (2004) findings. In Okunyi (2004), it was revealed that as families' increases, parents sometime cannot afford to give their children the same level of attention compare to when the family size is manageable. In a situation that the family size is large parent find it difficult to provide the necessary things needed by the pupil to succeed in School. For example provision of learning aids, comfortable rooms to stay and do their assignment and homework, away from distraction from TV, outings to places of interest, holiday trip, opportunity to visits tourist centers etc.

On the other side, Omoruyi (2014) [30]. observed that growing up with a single parent family or broken home are always very nerve-racking tasks for both the child and parent. Such families are bound to be confronted with challenges of inadequate financial resources, lack of care, no love etc. Schults (2006) once opined that if adult from broken homes are to be compared tom those from a united family, you will discover that those from a more united family are more socialized, academically and emotional stable than the other. Johnson (2005) lamented that pupils from separated homes (broken home) families often fail in school and sometime, they are exposed to emotionally risk compare to the others. In a sharp contrast Omoruyi (2014) [30]. disagree with Johnson (2005) view by saying that this may not be completely applicable in all cases of broken homes. He further opined that some pupils irrespective of home background or structure may work hard to become successful in life. Furthermore, Ayodele (2007) [5]. observed that the place where a child grew up himself/herself determining his/her learning ability and ultimately his academic achievement in school.

It is against this background that the researcher is interested investigating the influence of family background on students' academic achievement in Nsukkaeducation zone of Enugu state. The researcher intends to investigate the variables in the family background with a view of assessing their relative influence on academic achievement of senior secondary school student in Nsukka education zone.

Statement of the Problem
Most students in Nigerian secondary schools are in greater risk of poor academic achievement in both internal and external examinations (WAEC and NECO). For instance, the available records of WAEC result analysis from 2010- 2016 show a continuous decline in students overall performance in school certificate examinations.

Government, parents, teachers and students blame one another for students' poor performance in schools. Parents blame teachers for lack of dedication to duties. The teachers blame government

for poor salaries hence they are poorly motivated, parents also accuse government for not equipping the schools with learning materials, government blame parents for not doing good homework and the students are blamed for lack of discipline and dedication to their studies.

In light of the above issues, the outstanding and relevant question is: what is the influence of family background on academic achievement of secondary school students?

Purpose of the Study
Generally, the purpose of the study was to find out the influence of family background on students' academic achievement among senior secondary school students in Nsukka Education zone.
Specifically, the purpose of the study is to find out:
1. The influence of parental level of education on academic achievement of senior secondary school students.
2. The influence of parental occupation on students' academic achievement.
3. The influence of parental income on students' academic achievement.
4. The influence of family size on students' academic achievement.

Research Questions
1. The study will provide answers to the following research questions:
2. What is the influence of parental level of education on students' academic achievement?
3. What influence does parental occupation have on students' academic achievement?
4. What is the influence of parents' income on students' academic achievement?
5. What is the influence of family size on students' academic achievement?

Research Hypotheses
The following hypotheses will guide the studying and will be tested at 0.5 level of significance.
1. There is no significant difference in the mean ratings of students in Urban and Rural Schools on the influence of parental level of education on students' academic achievement
2. There is no significant difference in the mean ratings of Students in Urban and Rural Schools on the influence of parental occupation on students' academic achievement.
3. There is no significant difference in the mean ratings of Students in Urban and Rural Schools on the influence of parents' income on student's academic achievement.
4. There is no significant difference in the mean ratings of Students in Urban and Rural Schools on the influence of family size on students' academic achievement.

Review of Related Literature
Conceptual Framework
Concept of Family Background
Family background plays a very big role on a child's life. Family background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally (Muola 2010) [24]. Children coming from different family backgrounds are affected differently by such variations

and that is why some children have good family background while the family backgrounds of others are poor.

Concept of achievement

Achievement could be seen as something which was carried out successfully. It is a product of effort or series of efforts. Achievement is usually good but in most cases difficult. Eze (2009) [14]. described achievement as something which has been accomplished successfully, especially by means of exertion, skill practice or perseverance. She sees achievement as a test for the measurement and comparison of skills in various fields of academic study.

Eze (2009) [14]. defined achievement as "a systematic and purposeful quantification of learning outcomes". He explained that achievement involves the determination of the degree of attainment on individuals in tasks, courses or programs of which the individuals were sufficiently exposed.

Theoretical Framework
Parental Attachment Theory

Parental attachment theory was proposed by Bowlby (1980). The theory states that the child forms a strong emotional bond with another person (caregiver) during childhood with lifelong consequences. According to the theorist, sensitive and emotionally available parenting helps the child to form a secure attachment style which foster a child's socio-emotional development and wellbeing. Less sensitive and emotionally available parenting or neglect of the child's needs may result in insecure forms of attachment style, which is a risk factor for many mental health problems.

The theory is relevant to this study in view of the fact that the proponent provides clues in emotional development of children. He also made reasonable suggestions for parents and guardians. Parents and guardians can now see the necessity of forming secure attachment bond with their children. Such bonds will enable the children to end up with secure attachment and secure state of mind later in life. Parents will learn to understand the biological and psychological needs of the children, and to avoid unrealistic expectations of the child behaviour. In this way, parents may seek to avoid frustration that occurs when they expect things beyond the child's capability.

Self-Determination Theory

Self-determination theory was propounded by Deci and Ryan (1985) [13]. The proponents stated that people are active organisms, with the growing tendencies geared towards mastering ambient challenges, and integrating new experiences into a coherent sense of self. They stressed that these natural development tendencies do not operate automatically, but rather requires on-going social nutriments and supports. According them, the social context can either support or thwart the natural tendencies towards active engagement and psychological growth furthermore the social context can catalyze to lack of integration, defense, and fulfillment of need-substitutes. The proponents remarked that the dialectic between the active organism and the social context is the basis for predictions about behaviour, experience, and development.

Self-determination theory is applicable to this study, based on the fact individuals or groups need to be self-determined to achieve a set goal. The habit of determination can help children

in their academic achievement.

Empirical Review

Aliyu (2016) [4], investigated the influence of family socio-economic status on student's academic achievement in Senior Secondary School in Nassarawa state Zonal Education Area of Kano State in Nigeria. The total population of 6935 students where used for the study, while a sample size of 382 students were drawn from 10 schools using stratified random sampling technique. Questionnaire was used as a research instrument for data collection.

Pearson Product Moment Correlation Coefficient was used in testing the hypothesis. The findings of the study confirm that there is a significant relationship between the family socio economic status and academic achievement. Based on these findings, it was recommended that government should make provision for schools buildings and other infrastructure that will accommodate all the students irrespective of their family background. They should also provide a favorable school environment especially more experimental curriculum that will balance the detrimental effect of low socio economic status of some parents.

Omoruyi (2014) [30]. investigated influence of "broken homes" on adolescent's academic performance and personality development in Lagos State metropolis with particular focus on the Kosofe Local Government Area. The sample for the study consisted of two hundred (200) adolescents randomly selected from four public senior secondary schools in Kosofe Local Government Area in Lagos State. The instrument used for data collection was a self – constructed questionnaire. The data collected were analyzed using both Pearson Product Moment Correlation and independent t-test statistic. Three null hypotheses were tested in the study and the results were held significant at the 0.05 alpha level. The results revealed that there is significant difference between single- parenting and adolescent's academic performance. Similarly, it was also confirm that there is significant difference between parental socio- economic status and academic performance. Also, it was revealed that there is significant relationship between adolescents from broken homes and their academic performance.

In another development, Ogbugo-Ololube (2016) [28]. investigated the impact of parental background on the academic achievement of secondary school students in Obio/Akpor LGA of Rivers State. The population consisted of 4,752 respondents whereas the sample size for the study was 1,426 randomly selected from senior secondary school (SSS) 2 and 3 students.

The instrument for the study was titled: Students Parental Background Variable Inventory "(SPBVI)". Four research questions and hypotheses were constructed in the study. To determine the extent of significant relationship that existed between the independent and dependent variables, constructed hypotheses were tested at 0.05 alpha level of significance. Pearson Product Moment Correlation (r) was use in analyzing to the reliability of the instrument. The result shows that there is a positive relationship between parent socioeconomic status, educational status, and parents' level of income, family size and students' academic achievement. Based on these finding, it was recommended that parents' should improve on their level of socio-economic status and endeavor to control their family size among others in order to enhance their child's academic success.

Students should not allow their parents' position and perspective to negatively influence their academic pursuit.

Ugwuja (2010) [35]. examine influence of family background on the academic Achievement of students in senior secondary school in Nsukka educational zone of Enugu State. Population for this study comprises of all senior Secondary students in the 53 secondary schools in the 3 local government areas in Nsukka Education Zone. The 53 secondary schools in the zone have a total population of 7945 student and Out of the 53 schools, 12 schools were selected as sampled using proportionate random sampling techniques.12 schools with a total sample size of 816 SSII students considered in the study. The self-constructed instrument was titled: family background influence" (FBI)". The reliability of the instrument was analyzed using Crunbach alpha method and the reliability coefficient was 0.69. The data collected were analyzed using descriptive statistic (mean and standard deviation) whereas the hypothesis was tested using t-test statistics at the 5% level of significance. A simple pilot tested was conducted in ObolloAfor Education Zone using a sample size of 30 students. It was revealed that Students from parents who are educated perform better than those from uneducated parents; students from high-income earning parents enjoy considerable upgrading in their academic achievement than those from low income earning parents. This is because their parents were not able to have enough money to buy necessary materials and equipment needed for effective learning. Parental motivational attitude also influenced students' academic achievement. Motivation could be in the form of rewards for performing or as a way to strengthening children's learning ability. Based on these finding, parents were advice to expand their sources of income in other to be able to provide the needed fund for their children's education. Also, parents should equally take into consideration the importance of rewards and other measures to that will stimulate their children's academic achievement.

Izundu (2005), conducted a research on relationship between Home environmental factors and academic performance of secondary school students in Onitsha local government area of Anambra state. The design for the study was correlation design, while the major instrument for gathering data was questionnaire. The sample for the study was 450 students. The data collected were analyzed through the use of mean, and standard deviation while the null hypotheses were tested using 'regressional analysis'. The finding of the study was that most students in secondary schools in Anambra state come from low socio-economic families but it does not affect their academic performance adversely. The study also revealed that family size does not influence the students' academic performance. However, the study found that there is significant relationship between the level of parents' education and the academic performance of the students. The above study relates with the present study as both are discussing about the home variables/factors that affect students' academic performance.

Methodology

The sample size for the study comprised eight hundred and sixteen (816) students from the public secondary schools in the study area. The schools for the study were classified along Local Government Areas. For even representation, non-proportionate stratified random sampling procedure was used to draw four schools from each of the Local Government Area in the zone.

The Instruments for data collection was questionnaire. The questionnaire was developed by the researcher and is titled: Family background influence questionnaire (FBIQ). This questionnaire is constructed on the basis of research questions on a four point linkert amended scale.

The data collected were analyzed using mean, standard deviation and t-test statistics. The mean was used to answer the research questions while the t-test statistics was used to test the Null hypotheses at 0.05 level of significance.

A mean of 3.50 – 4.49 was accepted as strongly agree, 2.50 – 2.49 was accepted as Agree while 1.50 – 2.49 was accepted as disagree and 0.05 – 1.49 showed strongly disagree

The upper limit and the lower limit becomes 3.00 and 2.00 respectively, used the interval scaling of 0.50. Any mean response of 3.00 and above was considered positive while any mean response below 3.00 was considered negative.

For the test of hypotheses, the null hypothesis was accepted if the calculated t-test is less than the t-table, and rejected if the calculated t-test was greater than t-table value at 0.05 level of significance.

Results
Research Question 1
What is the influence of parental level of education on students' academic achievement?

Table 1: Parental educational level and its influences on students' academic achievement

S/N	Items on parental education level	Urban Students			Rural Students		
		X1	Sd1	Decision	X2	Sd2	Decision
1	Educated parents always want their children to be educated.	3.69	1.41	A	3.44	1.48	A
2	Parents who all educated provide most of the recommended textbooks and other learning aids for their children.	3.80	1.05	A	3.82	1.02	A
3	Parents who are educated encourage their children to study subjects which are pivotal for good university courses.	3.71	1.28	A	3.40	1.30	A
4	In homes of educated parents, reading becomes a culture.	3.97	1.06	A	3.20	1.60	A
5	Educated parents arrange for private teachers and pay for extra tutorial classes for the children.	3.60	1.45	A	3.10	1.71	A
6	Parents who are educated help their children in school assignments and home work.	3.43	1.61	A	3.31	1.52	A
7	Educated parents always demand for progress reports of their children to know the children's academic and social progress.	4.00	0.97	A	3.66	1.12	A

Source: Researcher's calculation

Table 1(one) reveals that items 1-7 have mean scores that are above the cut-off mark of 3.00 that was regarded as acceptable limit as indicated by the researcher.

Therefore, all items under parental level of education were considered acceptable. This is an indication that the respondents Considered that parental level of education influenced students' academic achievement.

Research Question 2: What influence has parents' occupation on students' academic achievement?

Table 2

S/N	Items on parental occupation	Urban Students			Rural Students		
		X1	SD1	Decision	X2	SD2	Decision
8	Parents on prestigious occupation want their children to take up the same type of occupation.	3.69	1.41	A	3.44	1.48	A
9	Some occupations do not give parents time to attend to their children's academic needs.	3.80	1.05	A	3.82	1.02	A
10	Parents on poor occupations find it difficult to provide learning aids for their children.	3.71	1.28	A	3.40	1.30	A
11	Parents who are poor farmers can only enroll their children into minor apprenticeship programs.	3.97	1.06	A	3.20	1.60	A

Source: Researcher's calculation

Research Question 3: What is the influence of parents' income on students' academic achievement?

Table 3: The influence of parents' income on students' academic achievement.

S/N	Items on parental income level	Urban Students			Rural Students		
		X1	SD1	Decision	X2	SD2	Decision
12	Children from high-income status parents achieve better academically than those from low-income status parents.	3.69	1.41	A	3.44	1.48	A
13	Parents on high-income can afford to provide the basic necessities required for their children's education.	3.80	1.05	A	3.82	1.02	A
14	Children from upper-working class homes perform better academically than those from lower-working class homes.	3.71	1.28	A	3.40	1.30	A
15	Children whose parents are on high-income status have higher career aspiration than children whose parents are on low-income status.	3.97	1.06	A	3.20	1.60	A
16	Only parents who are on high-income status can train their children beyond secondary school level.	3.60	1.45	A	3.10	1.71	A

Source: Researcher's calculation

The result presented on the above table shows that only one item (item 16) had a mean score below the cut off mark of 3.00, while the remaining items have mean scores above the cut off point. This shows that all the respondents considered that parental level of income influenced students, achievement but disagree that only parents who are on high income status can train their children beyond secondary school level.

Research Question 4: What is the influence of family-size on students' academic achievement?

Table 4: The influence of family-size on students' academic achievement

S/N	Items on family size	Urban Students			Rural Students		
		X1	SD1	Decision	X2	SD2	Decision
17	Students from small size families enjoy more parental attention than those from large size families.	3.69	1.41	A	3.44	1.48	A
18	Students from small-size families achieve better academically than those from large size families.	3.80	1.05	A	3.82	1.02	A
19	Small size families facilitate the provision of recommended textbooks and equipment for effective learning.	3.71	1.28	A	3.40	1.30	A
20	Students from polygamous family do have divided attention	3.97	1.06	A	3.20	1.60	A

Source: Researcher's calculation

Summary of the Findings
Based on the data analyzed, the findings of the study are presented andsummarized in the same order in which the research questions and hypotheses arearranged.
A. Influence of parental level of education on students' academic achievement The findings of the study showed that:
1. Parents who are educated want their children to be educated.
2. Educated parents provide most of the recommended text books and other learning aidsfor their children.
3. Educated parents provide conducive atmosphere for their children's studies at home.
B. Influence of parental occupation on students' academic achievement. The findings of the study showed that:
1. Parents' occupation does not necessarily influence students' academic achievement.
2. The respondents (students) did not agree that parents' on prestigious occupations likelawyers and doctors want their children to

take up the same type of occupation.
3. There was no agreement among the respondents that parents who are poor farmers canonly enroll their children into minor apprenticeship.
C. Influence of parental level of income on students' academic achievement. The findings of the study showed that:
1. Students from high-income status parents achieve better academically.
2. Parents on high income status can afford to provide the basic necessities required forstudents' education.
3. Students whose parents are on high-income status have higher career aspiration.
D. Influence of family size on students' academic achievement The findings of the study include:
1. Students from small size families are not always better achievers inacademics.
2. The size of the family does not determine the ability of the parents to providebooks and learning materials for their children's education.

Recommendations

Education is an important instrument of change in modern societies. Provision ofadequate and relevant education is the best thing a nation can do for its citizens. This ismore so, because education is a virile weapon against ignorance, disease, poverty and as ameans of producing enlightened, responsible and industrious citizenry and prosperousnation.

Based on this background, the researcher makes the following recommendations:

1. One of the major findings of this study is that parental income level has a greatinfluence on students' academic achievement. For example, most cases, parentalincome is proportional to students finding which also determine to a large extent, thelevel of academic achievement of students. In this case, it is recommended thatparents as a matter of importance should diversify their sources of income so thatthey can be able to provide fund their children in school for better academicachievement.

2. Parents should be made to realize the importance of motivation in determining theirchildren academic achievement in schools, especially the realization that most of themale students are abandoning school for business. Parents should be activelyinvolved in encouraging students to learn and also in supervising students' academicwork at home

3. Students' should give serious attention to studies at home, in addition to othervarious works done, since the amount of effort they put in their studies influencetheir academic achievement.

4. Teachers should understand that teaching is a job of conscience. Teachers shouldhandle the students as their own children; try by all means to meet the students' academic social and psychological needs. They should be motivational in theirteaching and use different teaching methods so as to go along with all categories ofstudents. This will help bridge deficiencies from negative family background.

5. The state and Federal Governments should legislate against examinationmalpractices. Such situation will force students to sit up and take their studiesserious. Again, the various governments should create employment opportunities forthe graduate of various institutions of higher learning. Lack of job opportunitiescontributes to the loss of interest and zeal for education by students. The currentsituation in Nigeria where graduates are left with little or no hope of employmentgives no encouragement to the secondary school students for further education.Rather, the students see going to school is a waste of time.

Conclusion

Based on the findings of this study, it was concluded that family background have influence on pupil's academic achievement in secondary schools in Nsukka Education zone ofEnugu state. The implications of this was that pupils from low socio-economic background, broken homes, large family size and type and poor educational background are usually subjected to compromise educational upbringings. Consequence to this effect, the study indicted parents as contributing agent to pupils' poor academic achievement as it was even confirmed in Okafor (2010) findings.

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