

## IMPACT OF FAMILY TYPE ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ONDO STATE, NIGERIA

AKOMOLAFE, M. JUDE\*and OLORUNFEMI-OLABISI, F. ABIOLA.

Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria

\*E-mail address for correspondence: [judolak@yahoo.co.uk](mailto:judolak@yahoo.co.uk)

---

**Abstract:** This study investigated the impact of family type on secondary school students' academic performance. Three hundred (Male = 156; Female = 144) senior secondary school students were randomly chosen as the sample of the study. Their age ranged between 13 years and 20.5 years with mean age of 14.7 years. Proportionate stratified random sampling technique was adopted. The demographic questionnaire was used to collect respondents' bio-data while their promotion examination results were used as a measure of academic performance. Three hypotheses were raised and tested at 0.05 level of significance. Analysis of Variance and t-test Analysis were used to analyse the data. The results showed that family type significantly influenced academic performance of secondary school students. On the bases of the findings, it is suggested that parents should be given adequate training on how best they can assist their children to attain maximum success irrespective of their family type.

**Key Words:** Academic Achievement, Family Type, Students, Parents, Home influence.

---

### INTRODUCTION

All stakeholders in Nigerian education system (parents, guardians, teachers, counselors, etc) are so much concerned about students' achievements and academic standard. This is probably because success in education is highly instrumental to the development of a nation. This includes scientific and technological development, socio-economic and political advancement and life success. The recurrent poor performance of secondary school students in Senior School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) and National Examination Council (NECO) in Nigeria is disturbing and embarrassing.

For instance, the results released by WAEC in 2010 revealed that about 80% of the candidates that sat for the examination failed because they did not have credit passes in five subjects including English Language and Mathematics. Similarly, about 98% of candidates that sat for Nov/Dec 2009 failed senior secondary school Examination (SSCE) of the National Examination Council as they did not have credits in five subjects including English and Mathematics (Falola, 2010). Furthermore, in the year 2008 only 1.8% of the candidates that sat for senior secondary school examination passed (Uwadiae, 2008). These reports are worrisome because secondary school students of today are expected to become leaders tomorrow. It should be noted again, at this juncture, that

the only way by which students can meaningfully contribute to national development, nation building and technological advancement now and in the future is by doing well in their academics. Thus, whatever hinders good academic performance in Nigeria should be identified and looked into so that the gains of teaching would be fully realized.

Many studies have identified study habit, student's self-concept, teacher's qualification, teaching method, school environment and government as factors influencing students' academic performance (Edwar, 2002; Zsolnai, 2002; Gonzalez, Pienda, et al., 2002; Aremu & Sokan 2003; Aremu & Oluwole, 2001; Asikhia, 2010). The influence of family type (monogamy, polygamy and single parenthood) on students' academic performance has not been given adequate attention in research.

The primary environment of the students is the home and it stands to exert tremendous impact on students' achievements (Hoover-Dempsey et al., 2005; Redding, 2006; Nyarko, 2010). Moreover, the home is the primary agent of education in the child. Thus, the way the child lives, the food he/she eats and his/her life style is influenced by the home. The type of family system the child is exposed to could influence his academic achievement in school. Kellaghan (1993) affirmed that academic success of a child depends on what parents do at home. Stephen and Ceci (2001) observed that parent-child interactions are forces that lead to better academic performance. Also, Aremu (2000) found in his study that undergraduates that received democratic type of parenting performed better than their counterparts from autocratic homes.

In a study conducted on the effects of family structure and parenthood on the academic performance of Nigerian University students, Uwaifo (2008) found significant difference between the academic performance of students from single-parent family and those from two-parent family structure. Uwaifo (2008) also noted that the school is responsible for the experiences that make up the individuals life during school periods. Indeed, parental involvement and individuals' experiences at home play tremendous roles in building the personality of the child and making the child what he is.

Based on the above increasing evidence that parental involvement are beneficial for children's success in school, this study, therefore, seeks to find out the impact of family type on students' academic performance among secondary school students in Ondo State, Nigeria. Moreso, very few available studies have examined the influence of family type on students' academic performance in Ondo State, Nigeria. Filling this gap necessitates the present study.

Furthermore, many children have been hindered from reaching their optimum level in academic pursuit due to some negative factors arisen from home. These include lack of parental encouragement, lack of conducive environment, poor finance and housing, poor feeding, ill-health and lack of interest on the part of the students. Children whose school needs (physical and emotional) are not provided for at home may forever remain underachievers and this could affect the general development (physical and human resources) of the country. Effects of poor academic performance during the school years often carry over to the adulthood, with a higher proportion of school dropouts, behavioural problems and even delinquency among this population. Therefore, this study seeks to investigate the impact of family type on the academic performance of students in secondary schools.

### ***Hypotheses***

The following hypotheses were raised for the study:

1. There will be no significant difference in the academic performance of students from monogamous, polygamous and single-parent families.
2. There will be no significant difference in the academic performance of male students from monogamous family and their counterparts from polygamous family.
3. There will be no significant difference in the academic performance of female students from monogamous family and female students from polygamous family.

## METHOD

### *Research Design*

Descriptive research design of ex-post facto type was adopted for the study. The researchers did not manipulate the students' academic performance which is the dependent variable of the study.

### *Sample and Sampling Technique*

Three hundred secondary students (Male = 156 {52% }; Female = 144 {48% }) were randomly selected as the sample of the study. Their age ranged between 13 years and 20.5 years with mean age of 14.7 years. The respondents were selected from ten secondary schools in Ondo State. The researchers made use of proportionate stratified random sampling technique in the selection of sample. This was found appropriate because the proportion of secondary school students from each family type differ from one to another. Out of the 300 students who participated in the study, 122(40.67%), 111(37%), 67(22.33%) were from monogamous, polygamous and single-parent families respectively.

### *Measures*

The research made use of a demographic questionnaire which consists of name, age, school, family type, and sex for the collection of students' bio-data. Based on the information provided by the respondents through the demographic questionnaire, the researchers collected their scores in the last promotion examination from their class teachers subject to the approval of the school principals. These scores were used to measure students' academic performance. Data collected were analyzed using the t-test Statistical Analysis and Analysis of Variance (ANOVA). Academic performance was determined by the average score of each student in all his/her subjects.

## RESULTS

The first hypothesis sought to know the impact of family type on academic performance of students. The results in Table 1 revealed that the F-calculated value of 21.00 is greater than the F-table value of 3.00 at 0.05 level of significance. This indicates that family type significantly influenced academic performance of secondary school students. Thus, the hypothesis of no significant influence was rejected (See Table 1).

The summary of the Scheffe's test is in Table 2. From the Scheffe post-hoc analysis presented in Table 2, the following observations were made:

- i. Significant difference was found between the academic performance of students from monogamous family ( $\bar{\chi}=62.07$ ) and their counterparts from polygamous family ( $\bar{\chi}=55.62$ ). The participants from monogamous family significantly performed better than those from polygamous family
- ii. Significant difference was found between the academic performance of students from monogamous family ( $\bar{\chi}=62.07$ ) and their counterparts from single-parent family ( $\bar{\chi}=54.34$ ). The participants from monogamous family significantly performed better than those from single-parent family
- iii. No significant difference was found between the academic performance of students from polygamous and single-parent families. However, a careful look at the mean scores in Table 2 revealed that students from monogamous family performed better than those from single-parent family. (See Table 2).

The second hypothesis examined the influence of monogamous and polygamous families on male students' academic performance. The results presented in Table 3 showed the t-calculated value of 3.64 and t-table value of 1.96 at 0.05 level of significance. Since t-calculated value is greater than the t-table value, the null hypothesis was

rejected. Therefore, there was a significance difference between the academic performance of male students from monogamous family and male students from polygamous family. (See Table 3).

The third hypothesis looked into the influence of monogamous and polygamous families on female students' academic performance. The results presented in Table 4 showed that t-calculated value is 3.69 while t-table value is 1.96 at 0.05 level of significance. Since the calculated value of 3.69 is less than the table value of 1.96, the null hypothesis of this study was not rejected. Therefore, there was a significance difference between the academic performance of female students from monogamous family and their counterparts from polygamous family. (See Table 4).

## DISCUSSION

The findings of the study revealed that family type significantly influenced academic performance of secondary school students. This implies that, monogamy, polygamy and single parenthood are important determinants of academic success in schools. These findings agreed with Uwaifo (2008) who found that family structure and parenthood significantly influenced academic performance of Nigerian Universities Students. Also Omosewo (2000) who investigated the effect of family type on secondary school students' performance found that students from monogamous family significantly performed better than those (students) from polygamous and single parent families. The results of this study confirmed the findings of Akanle (2007) that family type is a significant factor influencing student's academic performance.

Furthermore, the outcome of this study is in line with the findings of Ajala and Iyiola (1988), Nzewawah (1995), Ajila and Olutona (2007). The findings of this study are not surprising because children brought up in a monogamous families usually emotional stability and they suffer less emotional trauma. This, undoubtedly, makes them to be more focused in their pursuit of their academic excellence than their counterparts from polygamous or single parents' families. Healthy environment is one of the most powerful determinants of students' academic motivation and achievements and such environment is mostly found among monogamous families. While many children from polygamous and single-parent families often hawk and struggle for daily livelihood, most children from monogamous families enjoy good interpersonal relationships with their parents and they are usually provided the needed materials both at home and in school. These would consequently enhance their learning, understanding and academic performance.

Another possible reason for the findings of this study is the level of parental home involvements in students' education that children from monogamous families usually enjoy better than their counterparts from other family types. This refers to the school related activities, actions and behaviors that parents perform at home that impact on academic success of their children. This includes activities such as helping children with their home work, discussion with children about their school progress, provision of words of encouragement. Studies conducted by Christenson and Sheridan (2001), Izzo et al. (1999) and Trusty (1999) affirmed that parental involvement at home has a more significant effect on children's general activities. These findings are in harmony with the outcome of the present study.

## CONCLUSION AND RECOMMENDATIONS

This study concludes that family type is a significant factor influencing the academic performance of secondary school students. A significant difference was found in the academic performance of students from monogamous, polygamous and single-parent families.

Thus, teachers, counselors and school administrators should give adequate attention to the emotional and academic needs of the students from polygamous and single-parent families in order to enhance their academic success in

schools. School administrators should regularly hold Parent-Teacher Association meeting to create avenue for the two bodies to discuss the needs of the students and how best the parents can assist the students to attain maximum success irrespective of their family type.

Parents should devote more of their time to the upholding of their children by providing academic imperative like textbooks, good nutrition, writing materials etc pay less attention to their business or other activities.

The government should focus attention on providing qualitative education to citizens. Adequate facilities and materials should be made available in schools for the benefit of all students from monogamous, polygamous or single-parent families. This would no doubt bridge the gap between these families.

## REFERENCES

- Ajala & Iyiola (1988). *Adolescence Psychology for teachers*. Oyo: Abodurin Rogba Publishers.
- Ajila, C, & Olutola, A (2007). Impact of parents' socio-economic status on university students' Academic performance. *Ife Journal of Educational Studies*, 7(1), 31-39.
- Akanle O. B (2007). Socio-Economic Factors Influencing Students Academic Performance in Nigeria Some Explanation from a Local Survey. *Sociology and Social Work Community*. Free online library.
- Aremu, A. O. (2000). *Academic performance 5 factor inventory*. Ibadan: Stirling-Horden Publishers.
- Aremu, A.O. & Oluwole, D.A. (2001). Gender and birth order as predictors of normal pupil's anxiety pattern in examination. *Ibadan Journal of Educational Studies*, 1(1), 1-7.
- Aremu, O. A & Sokan, B. O. (2003). *A multi-causal evaluation of academic performance of nigerian learners: issues and implications for national development*. Department of Guidance and Counselling, University of Ibadan, Ibadan.
- Aremu, S. & Oluwole, B. (2000). *The Development and Validation and Academic Performance. 5 Factor Inventory: An Unpublished Manuscript* Department of Guidance and Counselling, University of Ibadan, Ibadan.
- Asikhia O.A. (2010). Students and teachers' perception of the causes of poor, academic performance in Ogun State secondary schools [Nigeria]: Implications for counselling for national development, *European Journal of Social Sciences*, 13( 2), 229-242
- Christensen, S.L., Sheridan, S.M. (2001). *Schools and families: Creating essential connections for learning*. New York: Guilford Press.
- Edwards (2000). A validation study of the Joseph self-concept scale for children. *Dissertation Abstract International: The Science and Engineering*, 62
- Gonzalez J. A. et al (2002). A structural equation model of parental involvement, motivation and aptitudinal characteristics and academic achievement. *Journal of Experimental Education*, 20(3), 257-287
- Hoover-Dempsey KV, Walker MT, Sandler HM, Whetsel D, Green CL, Wilkens AS, Closson K (2005). Why do parents become involved? Research findings and implications. *Element. Sch. J.* 106(2), 105-130.
- Izzo, C.V., Weissberg, R.P., Kasprow, W.J., Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *Am. J. Comm. Psychol.* 27(6), 817-839.

- Kellagham. (1993). The educational obstacles race. Factors that hinder pupils' progress. *Educational Research*, 15(2), 87-93.
- Nyarko, K. (2010). Parental home involvement: The missing link in adolescents' academic achievement. *Educational Research*, 1(9), 340-344.
- Nzewunwah, P.N. (1995). The effects of single parenthood on the academic performance of students. Unpublished M.Ed project. University of Lagos.
- Omosowo, E. O. (2000). Effects of family type on Secondary School students' performance in physics in Ilorin metropolis. *The Nigerian Journal Of Guidance And Counselling*, 7 (1) 2000. 184-195
- Redding, S. (2006). *The mega system: deciding, learning, and connecting*. Lincoln, Il: Academic Development Institute.
- Stephen, J. & Ceci (2001). Impact of broken home on academic performance of secondary school students in English Language. *Journal of Research in Counselling Psychology*, 4(1), 84-87.
- Trusty J (1999). Effects of eight-grade parental involvement on late adolescents' educational experiences. *J. Res. Dev. Educ.* 32(4), 224-233.
- Uwadiae, I. 2008. WAEC released result. Saturday Punch. September, 27:10
- Uwaifo, V. O. (2008). The effects of family structure and parenthood on the academic performance of Nigerian University students. *Stud Home Comm Sci*, 2(2), 121-124.
- Zsolnai, A. (2002), Relationship between children's social competence, learning, motivation and school achievement. *Educational Psychology*, 33(3), 317-330.

**Table 1:** Analysis of Variance (ANOVA) of Family Type on Student's Academic Performance

Source	Sum of Square	DF	M.S	F-cal	F-tab	P
Between Group	3547.97	2	1773.97	21.00	3.00	Sig*
Within Group	25085.55	297	84.46			
<b>Total</b>	<b>28633.52</b>	<b>299</b>				

Note: DF = Degree of Freedom; M.S. = Mean Square.

\*significant at  $p < 0.05$

**Table 2:** Scheffe's Post-Hoc Multiple Range of the Mean Scores of Students' Academic Performance Based on Family Type

Measure	Family Type	Mean	Monogamy	Polygamy	Single-Parenthood
Academic Performance	Monogamy	62.07		*	*
	Polygamy	55.62	*		
	Single-Parenthood	54.34	*		

**Table 3:** Independent t-test Analysis of Differences in the Male Students' Academic Performance Based on Family Type

Variable	N		S.D	df	t-cal	t-tab	P
Monogamous Family	58	61.97	10.02	116	3.64	1.96	Sig*
Polygamous Family	60	55.58	9.00				

Note: N = Number,  $\bar{X}$  = Mean, S.D = Standard Deviation, DF = Degree of Freedom; M.S. = Mean Square.  
\*significant at  $p < 0.05$

**Table 4:** Independent t-test Analysis of Differences in the Female Students' Academic Performance Based on Family Type

Variable	N	$\bar{X}$	S.D	df	t-cal	t-tab	P
Monogamous Family	63	62.24	6.63	113	3.69	1.96	Sig*
Polygamous Family	52	55.71	12.01				

Note: N = Number,  $\bar{X}$  = Mean, S.D = Standard Deviation, DF = Degree of Freedom; M.S. = Mean Square.  
\*significant at  $p < 0.05$