

**IMPACT OF FAMILY ENVIRONMENTAL FACTORS ON THE  
ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL  
STUDENTS IN MBAITLOU L.G.A**

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**Abstract**

*This paper investigated the impact of family environmental factors on the academic achievement of secondary school students in Mbaitolu L.G.A. The design adopted for this study was a correlation design. Four research questions and four hypotheses guided the study. The population of the study comprised all public secondary schools students in Mbaitolu giving a total of 5,651 students. Only two hundred and eighty three (283) respondents constituted the sample for the study. A structured questionnaire which was validated by experts in measurement and evaluation, psychology and sociology was used for data collection. To ascertain the reliability of the instrument, test-re-test method of interval of two weeks was done, using Pearson's Product Moment Correlation Statistics and a reliability coefficient 'r' of 0.82 was obtained. Mean statistics, Pearson's Product Moment Correlation Statistics and One Way ANOVA at  $P < 0.05$  level of significance was used to analyzed the data collected. It was revealed that a significant relationship exists between parents attitude and students academic achievement. There was also a significant difference on the academic achievement of students based on their parent's educational qualifications economic status and occupational level. This implies that parental educational level, socio-economic status, attitude and occupation has serious influence on students' academic achievement. Based on the above findings, it was recommended among others, that parents should as a necessity intensify their efforts at monitoring, showing more interest as well as creating needed time for their children's academic activities. Ministry of Education, school administrators and local authorizes should come up with frequent community based forum that are especially in their children's education.*

## **Introduction**

Good education does not happen by chance. It is a product of effective teaching and learning, coupled with the efforts of the teachers the school, the students, parents and their various family environment. The family is a place where students live with their parents or guardian and incidentally where they are groomed, it is also the first socializing agents where children begin to learn the norms, values, and attitudes of the society in which they find themselves. According to Adesehinwa and Aremu (2010), the family is a social unit in any society and a source of early stimulation and experience in children. The family environments influence the child at the most earliest possible time of his life, a time when his mind is most receptive. The child often sees their parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing the child's self-worth and academic performance (Ekanem, 2004).

The family is the cradle of the child developmental and socialization processes. This explains the role of the family in programming the child's basic life skills, social emotional, intellectual, communication and collaborative skills, (Chidi, 2015). Prianu (2017), sees family as a primary group which requires people who are intimate and have frequent face-to-face contact with one another; have norm and expectation on how members of the family should behave. The education received by a child from parents and significant others at home, is most likely to have a high significant and dominant effects on the behaviour of the child later in life. What the child learns at home and how his/her family motivates him/her towards education, contributes to the child's academic achievement in school.

Academic achievement therefore is the outcome of education; It is the extent to which a student, teacher or institution has achieved the educational goals. According to Bossaert, Doumen, Bugse and Verschuerence (2011), academic achievement is commonly measured by the student's performance in external examinations like WACE, NECO and JAMB examinations.

Often time the blames of poor examination performance of students in school are shifted to the teachers and the school authorities. Most families of the society seem not to give adequate attention to the education of the children. It appears some of the parents have erroneous notion about performance of their children. They do not know or seem to fulfill their child's performance in school; while some support the notion that the mass failure or success in school could be traced back to teachers and the school authorities, others see the socio-economic status of the parents as an influence to the child's academic performance.

The family, being a powerful factor on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. Some of the family factors that could be implicated in the student's academic achievement include among others: the parental educational background, economic status, occupation and attitude of parents towards the child's educational progress. Variance in the psycho-social, and emotional fortification in the family background could be an indicator to high or low socio-economic status and the emotional trauma on students which is a prerequisite to academic achievement (Faisal, 2014). It is therefore against this background that this study sought to assess the impact of family environment on the academic achievement of secondary school students in Mbaitoli Local Government Area of Imo State.

One of the family environmental factors that could make or destroy student's academic achievement is the parents income. According to Vellymala (2012), parent's socio-economic status plays significant role in providing educational resources to the child, and it imposes the greatest impact on the child's educational outcome. Thomson (2018) traced the economic hardship that arise in the family which eventually motivates or derail the learning attitude of the child to socio-economic status of the parents. Children from families with low income were found at risk of hunger, homeless, sickness, physical and mental disabilities, violence, family stress and academic failure (Ubechu, 2017).

According to Ubechu (2017), students from the low income background who experience such environmental problems, are more likely to have learning disabilities than students from high socio-economic background. Faisal (2014), argued that students whose parents are wealthier provided with adequate learning materials has in the case of their counterparts. Similarly, it is believed that factors such as malnutrition, lack of motivation in homes, spousal violence, single as well as impoverished home environment affects the student's intellectual ability (Mario, 2006). Jeynes (2002), observed that the effect of the SES of parents predisposes the pupils to conditions that may enhance or derail their learning and schooling attitudes. John (2014) found that children from families with more socio-economic resources are more often enrolled in school because for wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle.

Another factor that could be considered implicative is the parent's educational background. The quality of a child's parent's educational level could be a serious factor to his academic achievement. John (2014), found that

parental education may influence the willingness or ability of parents to be involved in their children's education. Report from UNESCO (2010) noted that children from better educated parents more often go to school and tends to dropout less. Asikhia (2010), postulates that family educational background and socio-economic status are interrelated and they influence students academic performance Ubechu (2017), states that the level of education possessed by parents has positive influence on the performance of the child in school. He noted that parent who is highly educated is in a better position of offering mentorship to the child as well as acting as a role model in his/her education journey. Akagha (2017), found that illiterate parents do not seem to recognize the need to provide the incentives that are necessary for enhancement of learning, Amale (2000) states that the upper class parents encourages their children to develop their study habits, speak good English which is the medium of instruction.

Parental attitude toward their children's progress in education is also one of the family environmental factors. Attitude is central to the educational process as both an end and a means, depending on whether it is positively or negatively directed towards a particular objective. According to Noah, Aromolaran, and Odunaro (2015), attitude of parents or the child can promote or inhibit the child's behaviour in the classroom. Noah, Aromolaran, and Odunaro (2015) states that attitude is a psychological concept which involves, feelings and views, one holds about issues, objects or a person. Henning (2013) defines attitude as a mental and neural state of readiness organized through experience which exerts a direct dynamic influence on the individual responses to all object and situations. According to Amakowa and Karue (2013), many Nigerian parents have high educational ambitions for their children; yet most of them are unfamiliar with the requisites necessary for school success. Many parents want their children to be successful in school but their ignorance of the pedagogical principles prevents them from looking into their better methods for teaching their children and providing more conducive for learning. It was found that the attitude of parents toward attending school functions has positive impact on adolescent academic achievement (William, 2005). It was also found that whether a parent checked on a child's home work or checked on his friends may not have a positive impact and sometimes had a negative effect on their academic achievement (Wilder, 2004). Amukowa and Karue (2013), observed that the attitude of Kenyans parents in learning process of their children has generally been limited to financial support, because once the fee is paid, most parents do not obliged to take any further action in terms of their children's education, rather

feel they leave the burden to the teachers who they feel they have paid enough to take care of their children.

Another important family factor that might decrease or increase academic achievement of students is parent's occupation: occupation (Longius, Odoh and Ben, 2017). It was found that parental occupational level significantly influenced student's academic performance in accounting studies in Nigeria. Ngare (2016), found that most parents were involved in manual low payment occupations which attracted low payments occupations which attracted low payments and thus limiting parental participation and input in the education of the children. According to Vereecken (2004), family with high income can provide the necessary skills, knowledge tools and instrument that are needed by the child to progress academically.

### **Statement of the Problem**

For some decades now, the school has recorded continuous increase in the rate of poor academic achievement of students from various levels of education. The issue is that often time, the blame on poor academic achievement of students are shifted to the teachers and school administrators; while students and parents factors, were not considered. Most families in the society seem not to give adequate attention to the education of their children. It appears that some of the parents have non-challant attitude about their children's' performance in school.

Some parents of the high income earning may provide expensive and good schools, fees and books, bur do not take adequate care of what the child does in school. It is very clear that provision of the above are not the only pre-requisites for academic progress. Even some educated parents who are supposed to be good role model to their children have left their children under the care of their maids. Yet all accusing fingers are on teachers, school authorities, school location and facilities. They forgot that achievement of children should be joint effort of all.

Though, many researchers have worked on issues and factors that are related, family environmental factors that causes poor performance especially among students of Mbaitolu, have been gotten enough consideration. This is the gap that this study tried to fill, to investigate the impact of family environmental factors on the academic achievement of secondary school students in Mbaitoli L.G.A. of Imo State.

The main purpose of this study therefore, is to investigate the impact of family environmental factors on the academic achievement of students in Mbaitolu L.G.A.

The following research questions were raised to guide the study.

1. To what extent does the parent's attitude influence student's academic achievement?
2. To what extent does the parent's educational qualification influence student's academic achievement in secondary school?
3. To what extent does parent's economic status influence students academic achievement?
4. To what extent does parent's occupation level influence student's academic achievement?

### **Hypotheses**

The following research hypotheses were formulated and tested in the study;

**Ho<sub>1</sub>:** There is no significance relationship between parents' attitude and student's academic achievement.

**Ho<sub>2</sub>:** There is no difference in the academic achievement of Students based on parents' educational qualifications.

**Ho<sub>3</sub>:** There is no difference in the academic achievement of Students based on parents' economic status.

**Ho<sub>4</sub>:** There is no difference in the academic achievement of Students based on parental occupation.

### **Method**

This study adopted a correlation design to investigate the relationship that exists among family environmental factors on the academic achievement of secondary school students in Mbaitolu L.G.A. of Imo State. The population of the study comprised all secondary school students in twenty secondary schools in Mbaitolu; Giving a total population of five thousand six hundred and fifty one (5651) students. Only a total of 283 respondents constituted the sample for the study. The respondents were randomly selected from ten school out of twenty schools that exists in the study area. This was done by writing the names of twenty secondary schools, folded them, mixed in a plate and picked at random. The first ten schools selected constituted the school sample. The students were also randomly selected.

Two instruments were used for data collection in this study was a structured questionnaire, titled Family Environmental Factors and Academic Achievement Questionnaire (FEFAAQ) and a profoma that was used for the collection of students academic data on English and mathematics which are the general courses offered by every SS3 students across the selected schools. Using the names of the respondents who participated in the study the researchers with the help of their class teachers (research assistants) were able

to copy their results in English and mathematics in their third term examinations. The instrument was made up of five sections. Section 'one' took care of the demographic data of the students. Section two is of '6' items on parental attitude toward academic activities. Section 'three' is made up of 7 items on parental level of education. Section 'four' is made up of 5 items on parents socio-economic issues and section 'five' is of 4 items on parent's occupational level. The questionnaire was a four point Likert scale of Very Large Extent (VLE) Large Extent (LE), Small Extent (SE) and Very Small Extent (VSE). The instrument was validated by experts in psychology, sociology and measurement and evaluation from Alvan Ikoku Federal College of Education Owerri. To test the reliability of the instrument 50 respondents randomly selected from secondary schools in Ikeduru L.G.A., who were not used in the real study were given the instrument to respond to, on two different occasions of two weeks intervals Data collected were analyzed using Pearson's Product Moment Correlation Statistics and a reliability 'r' of 0.82 was obtained. Data collected were analyzed using mean statistics, one way ANOVA and Pearson's Product Moment Correlation Statistics (PPMC).

## Results

**Research Question 1:** To what extent does parent's attitude influence students academic achievement?

**Table 1: Mean ratings of the Respondents on extent to which parent attitude towards school activities influence students academic?**

S/N	Items	No. of Resp	VLE	LE	SE	VSE	X	Decision
1.	Non-challant attitude of parents towards school activities discourages students academically.	283	234	39	1	-	3.9	Positive
2.	Inadequate parental care forwards their children's study habit could lead to poor academic achievement.	200	200	71	9	3	3.7	Positive
3.	Attitude of parents/students toward schooling can increase or inhibit the child's academic excellence.	200	200	71	9	3	3.7	Positive
4.	Prompt payment of school fees and buying of text book and other	246	246	32	5	-	3.9	Positive

	educational materials is not the only pre-requisite needed for students academic achievement.							
5.	Over protection or much pampering of a child by parents can lead to poor academic performance.	250	25	8	-	3.9	Positive	
6.	Parents attitude by always running to the school to moless any teacher that disciplines the child can lead to decrease in the child's academic progress.	225	50	7	1	3.8	Positive	
<b>Average Mean</b>						<b>= 3.8</b>		

Result on table 1, revealed the average mean of 3.8 which is above the decision level of 2.50. This shows that to a large extent parent attitude towards their academic achievement. This signifies that to a large extent parents attitude their children's education influence their academic achievement.

**Research Question 2:** To what extent does the parental level of education influence students academic achievement?

**Table 2: Mean ratings of the Respondents on the extent to which parental level of education influence student's academic achievement.**

S/N	Items	No. Resp	VLE	LE	SE	VSE	X	Decision
1.	Students from parents with Master degree, more often, enroll in school than students from parents of lesser degree.		200	80	3	-	3.7	Positive
2.	Parents with postgraduate degree encourage students to work hard in order to achieve a set goal.	283	233	45	4	1	3.8	Positive
3.	Students whose parents have HND qualification will always aspire high academically, than those of OND parents.		22	50	7	3	3.7	Positive
4.	Parents with first degree encourage their children to develop their study habit and speak good English which is the medium of instruction.		265	15	3	-	3.9	Positive

5.	Parents with NCE qualification are more supportive to what goes on in their children's schools than those with primary school parents	210	65	6	2	3.7	Positive
6.	Parents with ordinary passing six do not provide adequate incentives necessary for their children's academic progress.	215	63	4	1	3.7	Positive
7.	Parents with Ph.D constitute a good ground for their children to function effectively in school	247	33	2	1	3.9	Positive

**Cluster Mean = 3.8**

Result on table 2 revealed a cluster mean of 3.8, which is greater than the decision mean of 2.50. This shows that to a large extent it was agreed that the parental level of education influence the academic achievement of secondary school students in Mbaitolu.

**Research Question 3:** To what extent does the parent socio-economic status influence student's academic achievement?

**Table 3: Mean Ratings of the Respondents on the extent to which parents socio-economic status Influences students Academic Achievement.**

S/N	Items	No. Resp	VLE	LE	SE	VSE	X	Decision
1.	Parent's income plays significant role in providing educational resources to the child.		250	30	3	-	3.9	Positive
2.	Economic hardship in the family will either motivate or derail the learning attitude of the child in school.	283	242	40	1	-	3.9	Positive
3.	Children from lower class parents are more at risk to hunger, sickness, violence and mental disabilities.		265	18	-	-	3.9	Positive
4.	Students whose parents are wealthy are often more likely to enroll in better schools.		253	20	6	4	3.8	Positive
5.	Parents work experience is a very important factor that can influence their children academic achievement.		260	20	3	-	3.9	Positive

**Average Mean = 3.9**

Table 3 shows that parents income, work experience, wealth and class has great influence on the children's academic achievement. This is justified with average mean of 3.9 which is more than the decision mean of 2.50. It therefore implies that, to a great extent students academic achievement are influence by their parents socio-economic status.

**Research Question 4:** To what extent does parent occupation level influence students academic achievement?

**Table 4: Mean ratings of the respondents on the extent to which parents occupational level influence students academic achievement.**

S/N	Items	No. Resp	VLE	LE	SE	VSE	X	Decision
1.	Students whose parents are in medical profession as a Doctor significantly influence the academic progress of the child.		215	62	5	1	3.7	Positive
2.	Students whose parents are in teaching profession are provided with necessary school materials than those whose parents are not teachers.	283	255	22	4	2	3.9	Positive
3.	Being a farmer as a parent can amount low parental participation an input in the child's education.		235	44	3	1	3.8	Positive
4.	Students whose parents are civil servants are being taking care of academically than students whose parents are petty trader.		221	59	2	1	3.9	Positive
5.								
<b>Average Mean</b>							<b>= 3.8</b>	

Result on table 4: revealed that students academic achievement are influences by their parents occupational level. This result is justified with a cluster mean of 3.8 which is greater than the decision mean of 2.50. It therefore implies that to a great extent, parent's occupational level influence students academic achievement.

Four hypotheses were postulated and tested. Hypothesis one was tested using Pearson Product Moment Correlation (PPMC) while hypotheses 2-4

were tested using One-Way Analysis of Variance, all computed at 0.05 level of significance.

**H<sub>01</sub>:** *There is no significance relationship between students’ attitude and academic achievement.*

In order to test this hypothesis, responses of the students to items that addressed parents’ attitude and their scores on academic achievement were collated and subjected to (PPMC) statistical technique, computed at 0.05 level of significance and the output is reported in table 1.

**Table 1: PPMC Relationship between Parents’ Attitude and Academic Achievement**

Variables	No	Mean	Std.	df	Cal. r-value	Tab. r-value	Sig.	Decision
Students’ Attitude	283	12.56	.57	281	0.76	0.197	0.00	H <sub>01</sub> Rejected
Academic Achievement	283	45.31	.82					

P < 0.05

Table 1 reveals that the calculated r-value (0.76) is greater than the critical r-value (0.197) computed at 0.05 level of significance. Since the calculated r-value is greater the critical r-value, hypothesis is hereby rejected. This implies that there is a significance relationship between parents attitude and students academic achievement.

**H<sub>02</sub>:** *There is no significant difference in the academic achievement of Students based on their parents’ educational qualifications.*

In order to test this hypothesis, the students’ scores in academic achievement were collated based on parents’ educational qualification and subjected to One-Way Analysis of Variance, computed at 0.05 level of significance and the output is reported in table 2.

**Table 2: One-Way ANOVA Difference in the Academic Achievement of Students Based on Parents' Educational Qualifications**

	Sum of Squares	df	Mean Square	Cal. F-value	Tab. F-value	Sig.	Decision
Between Groups	996.27	3	332.09				
Within Groups	15238.98	279	54.62	6.08	2.70	0.00	H <sub>02</sub> Rejected
Total	16235.25	282					

P < 0.05

Table 2 shows that the calculated F-value (6.08) is greater than the critical F-value (2.70) computed at 0.05 level of significance. Since the calculated F-value is greater than the critical F-value, hypothesis is hereby rejected. This implies that there is a significant difference in the academic achievement of Students based on parental occupation. To ascertain where significant difference, exists, Scheffe Post Hoc was carried out and the output is shown in table 3.

**Table 3: Scheffe Post Hoc where the Significant Difference Lies in the Academic Achievement of Students Based on Parents' Educational Qualifications**

Parents' Educational Qualifications	N	Subset for alpha = 0.05		
		1	2	3
Primary Certificates	43	42.57		
Secondary Certificates	51		55.63	
First Degree OND and HND Holders	105			64.92
Master Degrees/Ph.D	26			67.41
Sig.		1.000	1.000	.540

Table 3 reveals that out of the four categories of students' results sampled based on their parents' qualifications, the most significant results are those students that came from parents that have acquired first degrees, HND holders and Masters degrees with their mean scores of 64.94 and 67.41 in subset 3 together. It is followed by those students that their parents bagged secondary school certificates with the mean score of 55.63 in subset 2 while the last are the students that parents attended primary school with the mean of 42.57 in subset 1.

**H<sub>03</sub>:** *There is no difference in the academic achievement of Students based on parent's economic status.*

In order to test this hypothesis, the students' scores on academic achievement were collated based of the parents' economic status and subjected to One-Way Analysis of Variance, computed at 0.05 level of significance and the output is reported in table 4.

**Table 4: One-Way ANOVA Difference in the Academic Achievement of Students Based on Parents' economic status.**

	Sum of Squares	df	Mean Square	Cal. F-value	Tab. F-value	Sig.	Decision
Between Groups	212.73	3	70.91				
Within Groups	15827.67	279	56.73	1.25	2.70	0.13	H <sub>03</sub> Not Rejected
Total	16040.40	282					

P > 0.05

Table 4 shows that the calculated F-value (1.25) less than the critical F-value (2.70) computed at 0.05 level of significance. Since the calculated F-value is less than the critical F-value, hypothesis is hereby not rejected. This implies that there is no significance difference in the academic achievement of students based on parental occupation.

**H<sub>04</sub>:** *There is no difference in the academic achievement of Students based on parental occupation.*

In order to test this hypothesis, the students' scores on academic achievement based on parental occupation were collated and subjected to One-Way Analysis of Variance, computed at 0.05 level of significance and the output is reported in table 5.

**Table 5: One-Way ANOVA Difference in the Academic Achievement of Students Based on Parental Occupation**

	Sum of Squares	df	Mean Square	Cal. F-value	Tab. F-value	Sig.	Decision
Between Groups	134.01	3	44.67				
Within Groups	17802.99	279	63.81	0.70	2.70	0.29	H <sub>04</sub> Not Rejected
Total	17937.00	282					

P > 0.05

Table 5 shows that the calculated F-value (0.70) less than the critical F-value (2.70) computed at 0.05 level of significance. Since the calculated F-value is less than the critical F-value, hypothesis is hereby not rejected. This implies that there is no difference in the academic achievement of Students based on parental occupation.

### **Discussion**

The findings of this study shows that significant relationship exists between parents attitude and students academic achievement. This implies that parent's attitude to a large extent influence student's academic achievement. This finding is consonance with that of Noah; Aromolaran, and Odunaro (2015), who found that attitude of parents towards child's education can promote or habit the child's behaviour in the classroom. Also in line, is Amaakowu and Karue (2013) who noted that though many parents in Nigeria has the ambition to train their children in school but most of them are ignorant of the requisites necessary for academic success. The finding could be so because most educated parents who has money can send their children to very expensive schools and abandoned them there. Many will not even bother how the child is copying in his subjects; moreover, many parents have left their children in the hand of the hand of their wards and maids.

The result of the study also revealed a significant difference in the academic achievement of students based on their parent's educational qualification. This implies that parent's education level to a great extent influence student's academic achievement. This finding is in agreement with John (2017) who found that parental education background influence their willingness and ability to be involved in their children's education. Also in corroboration with this study is Ubechu (2017) found that the level of education possess by parents has positive or negative influence on the child's performance. This finding is so because educated parents already know what it takes to achieve academically.

The result of the analysis also revealed that a significant difference exist in the academic achievement of students based on their parents socio-economic status. This implies that parent's socio-economic status to a large extent influence students academic achievement. This finding is in line with Vellymalay (2012) who pointed that parents socio-economic status plays significant role in providing educational resources to the child, and that it possess the greatest impact on the consonance educational outcome. Also in disagreement with the finding of this study is that of Jeynes (2002) who observed that the socio-economic status of the parent predisposes the pupils to condition that may enhance or derail in their learning and schooling attitude.

More important, the finding of the study revealed that parents occupational level to a large extent influence their children's academic achievement. The finding is in agreement Ngare (2016) who found that occupation with low payment limits parents participate and impact on the child's education. Vereecken (2004) corroborate with the present finding that family with high income can provide the necessary skills, knowledge, tools and instrument that is needed by the child to progress academically.

### **Conclusion**

Secondary school students experience a lot of challenges from the family which may cause them their academic achievement. These challenges could emanate from parents educational level, economic status, parents attitude toward school activities and the occupational level of parents. All these are family environmental factors identified and discussed in this study and they are found to have great impact on student's academic performance.

### **Recommendations**

Based on the findings of the study, the following recommend were drawn:

- Parents should as a matter of necessity intensify their efforts at monitoring and showing more interest in their children's academic activities.
- Ministries of education, school administrators, and the local authorities should come up with frequent community based forums that are specifically structured toward enhancing parental participation in their children's education. In this forum, parents should be highlighted on the importance of education not only in the child development but also for community growth.
- Policy on should be formulated and adequately implemented concerning parents who never attained any formal education to get the opportunity. This policy need to be effectively introduced in rural area such as Mbaitoli Local Government Area of Imo State and parents encouraged to enroll.
- The three tiers of government should help to improve academic achievement of students in Nigeria, by extending educational support in form of adult literacy programmes to uneducated parents in the country.

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