

INFLUENCE OF FAMILY TYPE ON ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN ANKPA LOCAL GOVERNMENT AREA OF KOGI STATE

Achem Daniel Ochune

Kogi State College of Education, Ankpa

Abstract

This study was on the Influence of Family Type on Academic Achievement of Students in Junior Secondary Schools (JSS) in Ankpa Local Government Area of Kogi State, Nigeria. The study adopted an ex-post facto research design. The target population was one thousand, two hundred and thirty six (1236) JSS 3 students spread across 26 public Junior Secondary Schools in the Local Government Area. The sample size was three hundred and two (302) students. Stratified random sampling technique was used to select schools from both urban and rural areas while simple random sampling technique was used to select respondents from each stratum. The instruments for data collection were Students Academic Achievement Data Proforma (SAADP), and a questionnaire titled Students Demographic Data Questionnaire (SDDQ). One research question and one formulated hypothesis guided the study. Simple mean was used to answer research questions as t-test statistic was used to analyse the research hypothesis. The findings revealed that students from monogamous families achieved higher than those from polygamous families. The hypothesis revealed that there is a significant difference between the mean academic achievement scores of public Junior Secondary School students from monogamous families and polygamous families. Based on the findings, recommendation is that men in the study area should disdain polygamy as much as possible because of its precarious implications on children.

Keywords: Family, monogamy, polygamy and academic achievement

Introduction

Human family is an institutionalized social group in which members are related by blood, by descent, by adoption or by marriage and may live together because they believe in their oneness. They own and share many things in common and consciously or unconsciously transfer legacies to their succeeding generation(s). In other words, family is a group of people consisting of parents and their children living together as a unit; a group of people related by blood or marriage; who are descendants of a common ancestor. People perceive

family differently based on their cultural settings. Zelditch in Ochala (2009) defines family as a social group in which sexual access is permitted between certain adult members, reproduction occurs, the group is responsible to society for the care and upbringing of children, and the group is an economic unit, at least, in consumption. This means that the upbringing responsibility for the children socially and academically is basically that of the parents. Similarly, Agbotun in Irobi (2010) defined family as a social group in which there is sexually cohabiting man and woman with possible offspring or children. For the purpose of this study, family means the human group where there is a father, his wife or wives and their children who live together in a particular residence and as a social entity they care for one another, own and share things in common. The level of commitment of parents to the academic pursuit of the children is a pointer to the high or low academic achievement of their children.

Family type is perceived as the mode of family composition. There are various classifications of family by social scientists such as monogamous and polygamous families; nuclear and extended families respectively. Monogamous family could be referred to as the practice of being married to and having sexual relationship with only one opposite sex partner at a given time or period. This is a one-man-one-woman legitimate conjugal relationship with usually minimal number of children. Polygamous family, on the other hand, could be referred to as the practice of having more than one wife or husband at the same time which always results in the birth of many children. A polygamous situation in which the woman has more than one husband at a time is referred to as polyandry, while the case of a man that has more than one wife at a time is called polygyny. In some cases, wives that have common husband stay in respective houses other than their husband's home. This implies that the affected children live only with either their mother or father at a particular time. In any type of family, there are always challenges. This study focuses attention on monogamy and polygamy as the family type and their academic achievement.

Academic achievement is generally considered to be a benchmark of academic endeavour. Academic achievement is a multifaceted construct that comprises domains of learning. In the view of Adimora (2012), academic achievement is something one does well at school, college or university; in class, in laboratory and field work. It is regarded as excellence in all academic disciplines in class or co-curricular activities. It includes excellence in behaviour, skills, communication, punctuality and arts. It is all academic work that is measurable through tests.

Statement of the Problem

In Ankpa Local Government Area of Kogi State, the low performances of JSS students have always been blamed on a number of factors or variables that are student-related, teacher-related or school-related. A large and unfavourable structure-type of family is likely to have influence on the academic achievement of any student from such background because the parents have crowded responsibilities and low academic aspiration for the children. Furthermore, despite the provision of facilities by the state, by non-governmental organisations (NGOs), by Parents-Teachers Associations and the innovative techniques of teaching being adapted by teachers in various schools, experience shows that the junior secondary school students' academic achievement has not improved to sufficiently justify the general inputs. Hence, the researcher decided to investigate the

influence of family type on the academic achievement of students in public junior secondary school in Ankpa Local Government Area of Kogi State.

Empirical Studies

Ali (2012) conducted a study on family background and academic achievement of junior secondary Schools students: Abua/Odua Local Government Area of Rivers State, Nigeria. The main purpose of the study was to investigate the impact of family background on the academic achievement of junior secondary schools students in Abua/Odua Local Government Area of Rivers, Nigeria. The study adopted a survey research design while population of the study formed a sample size of 400 students. The sampling technique used for the study was a simple random sampling and the instrument for data was a questionnaire while the data collected were analysed using t-test and chi-square statistical tools. The major findings showed that students from small family sizes perform better academically than those from large family sizes. Parental attitudes and home conveniences influenced academic achievements of students. The researcher recommended among other things, that the task before stakeholders is how to create conducive environment for learning in this type of families. Enlightenment programmes should be carried out massively to let parents (especially those from large polygamous families) realize that home environment do influence academic achievement their children/wards.

Igweni (n.d) conducted a study on comparative study of the academic achievement of students from monogamous and polygamous families in Offa, Kwara State. The purpose of the study was to compare the academic achievement of students from monogamous and polygamous families. The methodology adopted for the study was a causal comparative study under survey research approach. The population for the study was two hundred and forty (240) students while the sample size was two hundred (200) students consisting of 100 S.S.I students from monogamous families and 100 S.S.I students from polygamous families. The sampling techniques adopted for the study were simple and stratified random sampling techniques. The method of data collection was done through the use of a proforma on the academic achievement of the students and the data was analysed using t-test statistics. The major findings showed that a significant difference exists between the academic achievement of students from monogamous homes and those from polygamous homes. Similarly, this study seeks to find out the influence of family type on students' academic achievement in junior secondary schools in Ankpa LGA of Kogi State.

Adesehinwa (2013) conducted a study on effects of family type (monogamy or polygamy) on students' academic achievement in Nigeria. The main purpose of the study was to assess the effects of inter-relationship between family type and academic achievement of students. The methodology adopted for the study was a co- relational survey research design. The population for the study formed a sample size of 300 respondents. The sampling techniques adopted for the study were stratified and purposive sampling techniques while the data were collected through the use of a questionnaire. The data analysis was done with the use of t-test statistics. The major findings of the study indicated that a significant relationship exists between academic achievement, family type and students' academic motivation. Also, a significant relationship existed in the overall academic achievement of students from monogamous families and those from polygamous families. However, sex did not significantly affect academic achievement of students from

monogamy and polygamy background. Though, the males tend to achieve slightly better than the females with mean of 36.26. The author recommended that counsellors should provide the necessary assistance and psychological support for students from polygamous family to overcome poor academic achievement. This work is related to the present study in the area of how students from large and small families could achieve academic success.

Abdullahi, Mlozi and Nzalayaimisi (2015) conducted a study on determinants of students' academic achievement in agricultural sciences: A case study of secondary schools in Katsina State, Nigeria. The main purpose of the study was to determine the students' home background factors with most determining effect on their academic achievement. Ex-post facto and a cross sectional survey research design were adopted for the study. The population of the study formed a sample size of 300 students while the sampling technique used was a multi-stage sampling technique. The data were collected with the use of questionnaire while they were analysed using regression analysis. The major findings of the study revealed that the significant variables that were positively related to academic achievement are: parent education, parent occupation, family feeding, provision of resource materials, visits to schools, provision of pocket money, and residential type. Family type and age category of parents had negative effects on students' academic achievement. The authors recommended that an intensified public enlightenment and awareness campaign on family planning and child spacing as well as dilution of family resources to counter the effect of family type being a risk factor. This work is related to the present study in the area of what determines students' academic achievement. Though, the work did not include family type influence on students' academic achievement in junior secondary school which an objective of this present study.

Purpose of Study

The academic achievements of students generally vary significantly always. The variation may be due to differences in the backgrounds in the direction of the type of family structure students are nurtured, which have various implications. However, the specific purpose of this study is therefore to find out the:

1. Influence of monogamous and polygamous families on academic achievement of junior secondary school students in Anka Local Government Area of Kogi State.

Research Question

The following research question guided this study:

1. Do students from monogamous families achieve academically higher than those from polygamous families?

Research Hypothesis

The following formulated null hypothesis guided this study and was tested at 0.05 level of significance:

There is no significant difference between the mean academic achievement scores of JSS students from monogamous families and those from polygamous families.

Literature Review

This study is based on Goal Achievement Theory as propounded by Nicholls in the year 1989. Nicholls goal achievement theory stated that the ability and performance of an individual depends on one's belief which forms a personal theory of achievement of an

activity. Nicholls maintained that an individual who is task oriented utilizes an undifferentiated conception of ability, focusing on developing skills, learning new skills and demonstrating mastery at the task. Many scholars or researchers have written on family and achievement. According to Igbo, Eze and Okafor (2014), achievement describes the level of success in relation to a task that is carried out, the output of an instructional process. It measures the extent to which the students have attained their educational stated objectives. It then means that academic achievement refers to the level of schooling one has successfully completed and the ability to attain success in studies. Scoring great grades, attending and graduating from college or graduate school are academic achievements. Academic achievement is a student's success in meeting short-term or long-term goals in education as may be set by education authorities. At the end of a semester or session, high academic achievers are on the honour roll of their institutions.

Academic achievement is important because it prepares students for future careers. It also allows students to enter competitive fields. It is often a sign of refined intellect, which can help students in all areas of their lives. Graduating from high school allows students to learn far more, and many employers only hire those who graduated. As a result, academic achievement helps students distance themselves from poverty. College education provides more benefits, and employers are increasingly looking for employees with college degrees even in unrelated fields. Academic achievement helps to shape the minds of students. For example, knowledge about history helps people interpret new events while mathematical knowledge helps people to learn about mortgages and car loans. Critical thinking also helps people interpret the world around them, and colleges place premium on teaching how to work through problems. While the lessons learned in the class give students specific skills, the process by which they learn this material and the original ideas they are asked to consider have an effect on many aspects of their lives as well.

Academic achievement overtime has shown that the kind of family a student comes from have influence on his/her academic achievement in school: In a study conducted in Rivers State, Nigeria, Ali (2012) reported that students from monogamous family (i.e. small family) do perform better in school compared to children or students from polygamous family (i.e. large family). Sigelo in Ali (2012) was of the opinion that families with few number of children ranging from 2-3 tend to be more intelligent compared to children from polygamous families (i.e. large families) of about 15-20 children. Ndu in Ali (2012) noted that large families sometimes are faced with misfortunes that perpetuate their conditions. He went further to add that children in large families do feel frustrated when faced with such misfortunes. They do lack parental interaction and care which make them to lose hope for higher education and good standard of living. David and Thompson in Ali (2012) asserted that children from monogamous families tend to adopt adult values and attitudes than those from polygamous families. The authors went further to report that parents with fewer children enjoy more attention and time compared to children from polygamous home. Ali (2012) reported that in Rivers State, men with many wives cannot really train the entire children. This makes most of them to miss classes and in the process their academic achievement becomes negatively affected.

Methods

An ex-post facto research design was applied for this study. Ex-post facto design is referred to as Causal- Comparative. Ex-post facto design examines how independent variables, present prior to the study, affect a dependent variable (Devin, 2015). This design is suitable for this study because the dependent variable which is academic achievement was not manipulated and it establishes relationships between the independent variable which is mother's educational level. The independent variable had already impacted the dependent variable before the commencement of this study. The study was conducted in Ankpa Local Government Area of Kogi State which is in the North-Central geo-political zone of Nigeria.

The target population for this study is one thousand, two hundred and thirty six (1236) JSS 3 students spread across 26 public junior secondary schools in the Local Government Area. This population figure was gotten by the researcher from various school Principals as the researcher moved from one school to another for one week within the study area. Stratified random sampling technique was used in order to select schools from urban and rural areas while simple random sampling technique will be used to select students from each stratum. With the population of about one thousand two hundred and thirty six (1236) students, the sample size for this study was three hundred and two (302) students. This size was determined by use of "Yamene" (1967) formula (a statistical method of determining sample size of a population) which is:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = population

e = level of significance (0.05)

1 = constant

The researcher constructed a proforma titled Students Academic Achievement Data Proforma (SAADP) and a questionnaire titled Students Demographic Data Questionnaire (SDDQ) as instruments for the study. The SAADP require school heads or Principals to provide the academic achievement records of 2014/15 and 2015/16 sessions for the current (2016/2017) JSS III students with respect to their term-by-term total scores and annual average scores of tests or examinations. The SDDQ was filled by the students in the randomly selected public junior secondary schools whose Head-teachers have filled in their names and academic scores accordingly unto the SAADP. The SDDQ proforma required students whose academic scores have been provided by their Head-teachers to provide the researcher with information concerning their mothers' educational qualifications. The instruments (SAADP and SDDQ) were face-validated by experts in the fields of Social Science Education and Measurement and Evaluation, Faculty of Education of the University of Nigeria, Nsukka. Thereafter, their corrections and suggestions were effected before the final copies of the instruments were produced. There was no trial-testing of instruments for this study since it is only demographic variables data and the existing academic scores of students that would be collected from the field. Therefore, there is no reliability co-efficient for the instruments.

The data collection was done by administration of the research instruments in form of Proforma called Student Academic Achievement Data Proforma (SAADP) to school Principals in order to get the academic scores of students for their JSSI and JSS II. After the school Principals might have filled in the academic scores of the students, the sampled students whose names and scores have been filled will be given questionnaires called Student Demographic Data Questionnaire (SDDQ) to enable them fill or tick the appropriate boxes of the demographic items that suit them.

Data was presented and analysed using mean for research question and t-test for hypothesis respectively. The decision for the hypothesis test was that if a probability value (p-value) or significant value from the Statistical Packages for Social Science (SPSS) output table is less than the significance level of 0.05, then the earlier stated null hypothesis would not be accepted. On the other hand, if a probability value (p-value) or significant value from the Statistical Packages for Social Science (SPSS) output table is greater than the earlier stated null hypothesis, then the null hypothesis would be accepted.

Results

The results of this study are presented in the tables below with respect to the research question and hypothesis.

Research Question: Do students from monogamous family achieve academically higher than those from polygamous family?

Table 1: Showing the mean academic achievement scores of students from monogamous and polygamous families.

| Family Type | N | Mean Achievement Scores |
|-------------------|------------|-------------------------|
| Monogamous Family | 166 | 57.5 |
| Polygamous Family | 136 | 45.6 |
| Total | 302 | 51.6 |

The result in table 1 above shows that students from monogamous family have a mean achievement score of 57.5 while those from polygamous family have 45.5. Therefore, students from monogamous family achieve academically higher than those from polygamous family.

Research Hypothesis:

There is no significant difference between the mean academic achievement scores of public junior secondary school students from monogamous family and polygamous family.

Table 2: Significant difference between the mean academic achievement scores of public junior secondary school students from monogamous family and polygamous family

T-test Hypothesis Summary Table

| Family Type | N | Mean Achievement Scores |
|-------------------|------------|-------------------------|
| Monogamous Family | 166 | 57.5 |
| Polygamous Family | 136 | 45.6 |
| Total | 302 | 51.6 |

| Family Type | N | Mean Achievement Scores | F | T critical | Degree of freedom (df) | Sig. (2 tailed) | Decision |
|-------------------|-----|-------------------------|-------|------------|------------------------|-----------------|-------------|
| Monogamous Family | 166 | 57.5 | 0.140 | 5.842 | 298 | 0.000 | Significant |
| Polygamous Family | 136 | 45.6 | | | | | |

Significant, when p-value is less than 0.05 (i.e. alpha value)

The result from the table shows that the f-calculated value is 0.140 which is higher than the critical value or p-value or alpha value of 0.05. This means that the earlier stated null hypothesis is rejected. Hence, there is a significant difference between the mean academic achievement scores of public junior secondary school students from monogamous families and polygamous families.

Discussion of Findings

The response to research question revealed that students from monogamous family have mean achievement score of 57.5 while those from polygamous family have 45.5. These results imply that students from monogamous families achieved better than those from polygamous families with respect to the geographical area of study. This could be as a result of better family condition (standard of living) of the monogamous family compared to students from poor living condition polygamous family. This finding is supported by Adesehinwa (2013) who reported in a study conducted in Ibadan that students from polygamous families are likely to experience more problems compared to students from monogamous families. The authors also added that the situation being experienced by students from polygamous families affects the academic achievement negatively compared to students from monogamous families. Also, Wilkin in Adesehinwa (2013) concurred with the finding of this study that students from monogamous families have favourable learning environment which contributes to their better academic achievement. It is true that a poor boy or girl from a polygamous family may achieve far higher in school than one might predict; but it is not a usual occurrence.

The hypothesis result shows that the probability value is 0.00 for the family type used in this study which is less than the significant value or alpha value of 0.05. This means that the earlier stated null hypothesis will not be accepted. Hence, there is a significant difference between the mean academic achievement scores of public junior secondary school students from monogamous family and polygamous family. This finding

is in conformity with that of Adesehinwa (2013) in a study conducted in Ibadan that there is a significant difference between in the overall academic achievement of students from monogamous families and students from polygamous families. The author went further to add that children raised in monogamous family structure are often stable emotionally and they suffer less emotional problems thereby making them less anxious in the pursuit of their academic work compared to life in polygamous family where children are likely to experience traumatic and often suffer some emotional problems such as lack of warmth, love despite availability of money and material resources, and disciplinary problems which may hinder their academic performance.

Recommendations

1. The finding has shown that students from monogamous families achieved better than those from polygamous families with respect to the area of the study. Children from most polygamous families have not been able to do better than those from monogamous families because they do not receive adequate parental care and provisions. This unfavourable condition contributes to their poor academic achievement in school. Therefore, men in the study area should try to avoid having many wives since it result to polygamous family with its complicated socioeconomic challenges.
2. Self discipline on the part of parents and children in terms of resources management should be imbibed as it could enable the affected children to brace up academically, thereby becoming exceptions.
3. Parents in the study area should endeavour to have manageable family sizes so they may be able to pay good attention to their children, support them with the available resources to enable them compete with their mates from monogamous families anywhere and anytime.
4. Governments and non-governmental organisations should beef up in the campaign for family planning sensitization.

Conclusion

The study on the influence of family type on academic achievement of junior secondary school students in Ankpa Local Government Area of Kogi State revealed that there is a significant difference between the mean academic achievement scores of public junior secondary school students from monogamous families and polygamous families. That is, students from monogamous families always achieved better in tests and examinations than those from polygamous families. The null hypothesis that there is no significant difference between the mean academic achievement scores of public junior secondary school students from monogamous family and polygamous family is therefore rejected. It can therefore, be concluded that the type of family a child is born into and operates from can have negative or positive influence on his/her academic achievement. The scores of test or examination and the general level of educational attainment of children /wards are to a large extent dependent on their family type. Exceptions are rare and insignificant.

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