

INFLUENCE OF FAMILY STRUCTURES ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN BUSINESS STUDIES IN KWARA STATE

BY

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Abstract

The purpose of this study was to influence of family structures on academic performance of secondary school students in Business Studies in Kwara State. Three hundred and Sixty-Eight participants constituted the study's sample. Both the independent and dependent variables were measured with self-developed instrument with reliability value of .81 and the data obtained was analyzed using Mean and Standard Deviation as Statistical method. Three research questions were raised and answered in the study. The result showed that family size influenced the academic performance of business studies students in secondary school with weighted average of 3.00 ± 0.9 and parental level of education influenced the academic performance of business studies students in secondary school with weighted average of 3.08 ± 0.87 . In view of these findings, it was recommended among others that Parents are implored to make the education of their children a priority irrespective of the size of the family by making adequate provision for them and support, to enhance their academic performance in Business Studies.

Keywords: *Family, Academic performance, Students and Business studies*

Introduction

The development of any nation depends largely on the educational attainment of the citizenry and the quality of education of that nation. Education holds the keys to other conditions such as taking proper decision about living and skills that can assist one economically, politically and socially. Section 1 of the National Policy on Education addresses the need for functional education to be relevant and practical towards the acquisition of appropriate skills and development of competencies of an individual to contribute to the development of society (Owoyele & Muraina, 2015). Therefore, the problem of poor academic performance persists and it may continue unless solution is proffered to arrest the situation quickly. To arrest the situation, it is essential to understand the dynamics of secondary school education and proffer necessary solutions wherever problems are discovered.

Education does not only provide knowledge and skills but also inculcates values in students. For students to gain admission into higher institutions and for them to secure good jobs after completion of their studies, they must have good results to be able to cater for the parents who had spent so much on their education. The required good result at the end of studies would not be achieved on a platter of gold (Owoyele & Muraina, 2015). Rather, it comes after adequately meeting all parameters used in measuring students' success or failure in schools. Success, in an educational institution, is measured by academic performance.

Academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad & Abdullah, 2016). Teachers and education officials typically measure performance using classroom performance, graduation rates, and results from standardized tests. Academically successful students have higher self-esteem and self-confidence, low level of anxiety and depression, they are socially inclined, and are less likely to engage in substance abuse (Owoyele & Muraina, 2015). It was revealed from a study in South Ethiopia that more students commit readmission due to poor academic performance and this results in unemployment, poverty, drug abuse, promiscuity, homelessness, illegal activities, social isolation, insufficient health insurance and dependence. Wahab (2012) revealed some factors that may be responsible for poor academic performance of students. These factors include illiteracy of parents, domestic issues and problems or large family size, lack of family attention and control, low family structures status and family structure.

The academic performance of the child is also largely influenced by the family background. A child's earliest education is received in the family. It is here that his basic ideals, as well as many attitudes towards himself and his associates are initiated which determine his later adjustment to school and other out of home situations (Owoyele & Muraina, 2015). The economic status, attitudes and behavioural experiences of parents and family environment all influence the child's behaviour and attitudes, both directly and indirectly. A child learns about relationship, manners, self-esteem, worth and loyalty all by watching and participating in family activities (Muraina et al., 2021). Members of a society engage in various activities to earn their living, which determines, to a large extent, their income level. All these are factors upon which the family structures status of an individual is hinged. This explains why some parents of Business Studies students are rich, some are fairly rich and others are very poor.

Therefore, students from rich family will have adequate access to the required resources to improve their academic performance in Business Studies, compared with those from fair or poor families. The responsibility of training a child always lies in the hands of the parents, hence, the focus on their status (Ogunshola & Adewale, 2012). It is generally believed that the family structures of the parents have direct impact on the academic performance of the students. Family structures status is often measured as combination of education, income and occupation. Edith and Osagiba (2013) emphasized that a child is affected negatively if he/she come from an economically disadvantaged family. They stressed further that such children are faced with overwhelming challenges that lead to poor school performance. Ovansa (2017) also observed that the school system in communities is often under resourced and have negatively affected students' academic progress.

Another thing is the stress such parents have to undergo at home. These may affect their children's grades in the subject because no one monitors such children or cares about their success in schools (Jensen, 2013; Muraina et al., 2021). The same applies to Business Studies, if the Business Studies student parents are poor to the extent that they cannot provide for their children's needs both at home and in school, their academic performance will be affected (Odedokun & Muraina, 2019). Also, if they have to work all day to make their ends meet, without assisting their children with their assignment let alone hiring teachers for them for assistance, the students' academic performance in Business Studies will automatically be affected.

Parents who value education find it easier to attend to their children's educational needs. Christa (2017) stated that 65.35% of educated parents have their children pass public examinations at credit level. Family educational background, professions and occupation affect their financial status. Parents' level of education may influence the goals and value they have for their children. These values could result in differences in parenting which in turn result in differences in children's academic performance (Odedokun & Muraina, 2019). Higher levels of education is linked to overall better quality of life, including less behavioural and physical health problems, lower unemployment rates, and lower rate of incarceration (Odedokun & Muraina, 2019). Parents' levels of education can be classified into higher education and lower education.

Parents who are highly educated must have obtained Senior Secondary School Certificate Examination (SSCE), National Diploma (ND), National Certificate in Education (NCE), Higher National Diploma or Bachelor's Degree (HND/B.SC) in different fields of learning. Some of them could have obtained other degrees, like Master in Education, Master of Science and Doctor of Philosophy, among others. Parents of Business Studies students with Higher education will likely earn higher salaries and they will be able to provide their children with needed materials which will be an encouragement for their wards, and it will result to good performance in their academic work, compared with those form low educational level with small (Muraina et al., 2021).

Business Studies is a course or program or aspect of study that inculcate, in the student relevant skills that can be used in the business world. At some point in students' lives, they will encounter the world of business. Business Studies is seen as a way of equipping the youth with necessary skills, and if these skills are acquired, it will enable the learner to have necessary skills to be self-reliant after secondary education rather than looking for employment or totally relying on white collar jobs (Oluwalola, 2018). Business Studies helps students to make informed decisions in the everyday business of living. Business Studies prepares students for business careers as well as enables them become more efficient and advance to higher business positions. Business Studies has five components which include; Office practice; commerce, booking keeping, shorthand and typewriting (Osuala, 2013). Okpada in Ezenwafor (2022) noted that Business Studies plays a significant role in economic development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge to others handling and having a lot of office technologies experience and information systems.

The goal of business studies is primarily to produce competent, skillful and dynamic Business Studies teachers, office administrators and businessman and women that will effectively compete in the world of work. It has its primary aim as the preparation of people for roles in enterprises, such roles could be as employees, entrepreneurs and employers or simply as self-employed individuals (Muraina et al., 2021). Despite the great contribution of Business Studies to individuals, businesses, and governments, student's poor academic performance in the subject still persists. It is against this background that the study seeks to examine the influence of family structures on academic performance of secondary school students in Business Studies in Kwara State, Nigeria.

Statement of the Problem

The truth is that the foundation of the child's socialization is laid at home because children spend more time at home than in school. Many factors associated with the family could have contributed to the increasing, low or poor performance of the students. As parents blame teachers for lack of dedication to duties, teachers blame the

government for poor salaries, leading to poor motivation. Parents as well accuse the government of not equipping the schools with proper and adequate learning materials. Poor performance in academic work among students in secondary schools has become a common issue in Nigeria of which Business Studies students are not left out. Business Studies, which is the central focus of the researcher, has recorded low performance (Olayanju, 2014).

Some educational stakeholders such as parents, teachers, governments and students blame one another for students' poor academic performance in Business Studies. Also, the government blames parents for not enforcing home discipline, while students are blamed for lack of discipline and dedication to their studies (Buba, 2016). Fieldwork carried out in selected secondary schools in Kwara State of Nigeria with respect to Business Studies Basic Education Certificate Examination (BECE) results revealed poor performance of students in Business Studies. Abdullahi and Bhatti (2018) asserted that the situation of failure in quality of academic performance in reference to Business Studies is more alarming in developing countries compared with the developed ones, the case of Nigeria which Kwara State is one.

Sequel to previous literature on the subject matter, outcry from some parents and students as well as records obtained from schools and annual records of Ministry of Education, this study set to examine the influence of family structures on academic performance of secondary school students in Business Studies in Kwara State. To the researcher's best knowledge, no study on influence of family structures on academic performance of secondary school students in Business Studies in Kwara State has been conducted. This creates a gap which this study sought to fill. If this study is not conducted, students may continue to perform poorly in Business Studies with great implications for economic and social development of the country, hence the need for this study.

Purpose of the Study

Generally, the study investigated the influence of family structures on academic performance of secondary school students in Business Studies in Kwara State. Specifically, the purposes of this study are to:

1. examine the influence of family size on students' academic performance in Business Studies in secondary schools;
2. determine the influence of family level of Education on students' academic performance in Business Studies in secondary schools

Research Questions

The following research questions guide the study:

1. What is the influence of family size on students' academic performance in Business Studies in secondary schools?
2. What is the influence of family level of Education on students' academic performance in Business Studies in secondary schools?

Methodology

This section presents the methods and procedure which the researcher used in this study. Descriptive survey design was used in conducting the study. The choice for the design was based on the fact that descriptive survey design is meant for gathering information about the prevailing conditions for the purpose of description and interpretation. This design was considered appropriate for this study because it involves the administration of test to determine the academic performance of Business Studies student in JSS III and questionnaire to gather the required data from Business Studies' students across the four local government areas in Kwara Central senatorial district which results can be generalized to the remaining two other senatorial districts in Kwara State.

The Population of the study comprised 4,060 students of Business Studies in public junior secondary schools in Kwara Central Senatorial district. Simple random sampling technique was used in selecting four schools from each of the four local government areas under Kwara Central senatorial district. This technique was used because it allows every member of population to be selected without bias and it is also very easy to use. The researcher employed manual lottery method to generate a simple random sample whereby each member of the population group was assigned a number. Next, numbers were drawn at random to comprise the sample group, thus each member had an equal chance of being selected. Taro Yamane formula was also adopted to arrive at the sample size of Business Studies' students, which was 368 from randomly selected Junior Secondary Schools in Kwara Central Senatorial District of Kwara State.

A self- designed questionnaire, tagged: "Influence of family structure on academic performance of secondary school students in Business Studies Questionnaire (IFSAPQ)" was used as the instruments for data collection. The questionnaire contained 20 items which drawn in relation to research questions and Literature Review, which are open-ended items, with provisions for the respondents to tick where appropriate. The questionnaire

was divided into part A: Respondents’ Bio-data and Part B is subdivided into two Sections: (B-C) Section ‘B’ contained seven items on the impacts of family size on academic performance of students in Business Studies; Section ‘C’ contained seven items on the family level of Education on academic performance of students in Business Studies. The responses were structured on a 4-point scale of; High Extent (HE = 4 points), Moderate Extent (ME=3 points), Low Extent (LE) = 2 points) and No Extent (NE = 1 point). A total of 368 copies of the questionnaire were administered on the Business Studies students.

To ensure that the research instruments accurately measure what it is intended to measure, the instruments were face and content validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. Draft copies of the instruments alongside the title, purposes and research questions were given to the specialists. The experts were kindly requested to examine, scrutinize and make corrections and suggestions in term of content, relevance, suitability, clarity and coverage of the dimensions of the study. Necessary corrections, modifications and restructuring made by experts were effected on the final copy of the instruments.

The questionnaire was pilot-tested in Plafier Memorial College, Oro-Ago, Kwara State, which is outside the study area but has similar characteristics with the study area in terms of student’s disposition and secondary school. The pilot study was conducted to determine whether the questionnaire items were clear and understood by the respondents, whether there was need to add more items in the questionnaire and how the respondents would react to the questionnaire items.

The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. Cronbach alpha method was used to determine the reliability of the instrument and a reliability coefficient of 0.81 was arrived at. The Cronbach alpha method was used because it is a reliability Statistics. This reliability coefficient is positive and very high therefore the instrument was adjudged reliable and stable, based on recommendation that reliability estimate of 0.70 and above is very high and the instrument for which it was calculated was reliable and stable. Letter of Introduction was obtained from the Head, Department of Business and Entrepreneurship Education, Kwara State University, Malete, for permission to administer the questionnaire in the sampled schools. A total number of 368 copies of the instruments were produced for administration. The instruments were administered personally by the researcher and her trained research assistants. This gave room for explanation on difficult areas in the instrument and the research assistants from the respondents immediately after its administration. This process was adopted to avoid delay that may be caused by going back to collect the instrument or get instrument missing. Two weeks was used for data collection exercise.

Data collected for this study were analysed statistically using simple percentage for the demographic variables of the respondents while mean rating and standard deviation were used to answer the research questions. The following boundary limits were used for the items of the research questions Strongly Agreed (SA) 3.50 – 4.00; Agreed (A) 2.50 – 3.49; Strongly Disagreed (SD) 1.50 – 2.49 and Disagreed (D) 0.0 – 1.49.

Results

The research questions were analyzed and presented in Table 1 to 2 as shown below:

Research Question One: What is the extent of the influence of family size on students’ academic performance in Business Studies in secondary schools?

Table 1: Influence of family size on Students’ Academic Performance in Business Studies

S/N	Item/Statements	SD	Remark
1.	Students from large families do better in academics than children from small families	2.46 1.12	Agreed
2.	Family size can have an impact on children's education attainment	3.27 0.75	Agreed
3.	Parents with two to three kids can develop their children's academic capabilities because their time is only shared with less number of children	3.31 0.76	Agreed
4.	Children in small families perform better academically because of their close interaction with their parents	3.12 0.91	Agreed
5.	Increase in the number of children in a family results in lower performance of the children	2.83 0.94	Agreed
6.	Children living in larger families perform poorer in school compared to those in smaller families	2.65 1.06	Agreed
7.	A student who is the only child of his parents gets adequate monitoring in his/her school and is therefore likely to reach for academically	3.37 0.83	Agreed
	Weighted average	3.00 0.91	Agreed

Source: Research Field Work, 2023

Analysis of data in Table 1 shows the mean and standard deviation (SD) of the responses on the extent of the influence of family size on students' academic performance in business studies in secondary school. The table reveals that the respondents agreed that the family size have impact on children academic performance, attainment, and capability. However, high dispersion in respondents' opinion item 1 (1.12) and 6 (1.06). Students from large families do better in academics than children from small families and Children living in larger families perform poorer in school compared to those in smaller families) are likely to be divergent view on whether or not family size can adequately influence the student academic performance in business studies. Consequently, the weighted average and standard deviation are respectively. This implies that the entire item in Table 1 were agreed by the students to have influence on student' academic performance in business studies with weighted mean (3.00 ± 0.9). This means that family size of business studies students has divergent view or whether or not the family size influences the business studies students' academic performance in business studies to a high extent.

Research Question Two: What is the extent of the influence of parental level of education on students' academic performance in Business Studies in secondary schools?

Table 2: Influence of Parental level of Education on Students' Academic Performance in Business Studies

S/N	Item/Statements	Mean	SD	Remark
1.	Students whose parents have higher level of education perform better academically	3.41	0.77	Agreed
2.	Children from well-educated families have better opportunities than their counterparts from uneducated families, which enhance academic performance of the former	3.31	0.79	Agreed
3.	Parents with higher educational levels have high expectations of their children's academic performance in Business Studies	3.02	0.90	Agreed
4.	Parents with higher educational levels have positive ability and belief in their wards, which enhances academic performance	2.62	1.11	Agreed
5.	Students from illiterate families learn little or nothing from home that can help them develop interest in academics	3.15	0.79	Agreed
6.	Students with low parental level of education have more effective learning strategies leading to enhanced academic performance	2.77	0.97	Agreed
7.	Parents who are educated engage their children in intellectual activities that help the children to develop in healthy attitude in learning Business Studies	3.29	0.78	Agreed
Weighted average		3.08	0.87	Agreed

Source: Research Field Work, 2023

Statistical analysis in Table 2 reveals that, the respondents agreed that the parental level of education is likely to influence the academic performance of business studies students in secondary school. The average response of the item was close to weighted average (3.08 ± 0.87) which implies that education level of the students' parents will contribute to their wards academic performance. Students form well-educated parent are likely to have better opportunities, high expectations, positive ability and belief as well as effective learning strategies to enhance their academic performance in business studies. On the over all, all the constructs in table 2 above influence the students' academic performance in business studies. This implies that parental level of education significantly influences the students' academic performance in Business Studies in secondary school. This was supported by weighted average (3.08 ± 0.87).

Discussion of Findings

The result of the analysis using SPSS on the influence of family size on students academic performance, the result from the findings reveals that the respondents agreed that the family size had impact on children academic performance, attainment, and capability but there are dispersion from respondents opinion which shows that students from large families do better in academics than children from small families and children living in larger families perform poorer in school compare to those in smaller family and this cause divergent view on whether or not family size can adequately influence the students' academic performance in business studies. All the items under this table agreed that family size have influence on student's academic performance in business studies which is in support of Ugwuja (2010) which says that students from small size families are not always better achievers in academic and that family size does not determine the ability of parents to provide books and learning material for the children education. Also, Alsuliman (2020) study collaborate with this study that Family size not always have negative impact on student education because the older son can teach the younger brother and so on.

Table 2 which dealt with the influence of the parent's education level on students' academic performance in business studies revealed that the level of education of business studies students. Parents contribute to the education performance of their children. Singh and Vyast (2014) corroborated that parental educational level has

a significant role in determining the educational achievement and social adjustment of the children. Abaya (2018) also share the same view with this study that children with educated parents are being supportive by their parents in their academic, while children lacking educated parents tend not to do well in academics. Also, Rana (2015) in his study support by saying that high level educated parents to an extent, have more influence on their children to achieve and perform well in their studies at secondary level.

Conclusion

Based on the findings of the study, it was concluded that the academic performance of Business studies student in Kwara State was above average. It was also concluded that parental income and level of education significantly influence the academic performance of the students in business studies while the family size has no influence on the performance of business studies students.

Recommendations

Based on the findings of the study and the conclusion drawn there from, the following recommendations were hereby made.

1. Parents are implored to make the education of their children a priority irrespective of the size of the family by making adequate provision for them and support, to enhance their academic performance in Business Studies.
2. Parents and guardians are encouraged to utilise their high educational knowledge and experience by directly involving, participating and assisting in their children's homework, education and activities both at school and home, in order to motivate them to reach higher level of performance and improve their academic performance in Business Studies.
3. Parents should be encouraged to have multiple sources of income to serve as financial supplements to adequately cater for their children's educational needs

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