

Assessment of Family Background Variables and Music Undergraduates Students' Academic Performance in Rivers State, Nigeria

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Abstract

The study focused on the assessment of family background variables as predictors of Social Studies undergraduate students' academic performance in Rivers State. The study employed descriptive survey design. The participants were fifty (50) students from Department of Social Studies, Federal College of Education, Rivers State. The instrument used was Family Background Variables Questionnaire. Three hypotheses were tested at 0.05 level of significance. Findings showed that parental socio-economic status, educational background and occupation significantly influence Social Studies students' academic performance. It was recommended that parents should take care of their children and always visit them in school. Also, the occupation of the parents should not be their priority but their children education.

Keywords: Family background, Social Studies, Undergraduates students', Academic Performance, Rivers State

Introduction

Social Studies as a discipline is aimed at promoting national progress, strengthening national integration, promote cultural heritage, a sense of common citizenship. Moreover, it teaches about the environment, nature, people festivals, and places and hosts others. Therefore, it is concerned with the study of the live and survival of man in relation to his environment. Johnsons (2017) stressed that Social Studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. In his own view, Ogundele (2016) opines that Social Studies is integral of the process of enabling students' to develop an understanding of who they are, what want to become and the society in which they want to live. Social Studies develops the key values and attitudes, knowledge and understanding, skills and process necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

Family from all intents and purposes is the basis of all society. By implication, societies the world over evolved through the family institution. It is one of the institutions essential for the survival of the society and this accounts for why the institution of the family is acknowledged universally as the oldest institution in the history of human existence (Makinde, Bayowa, Akindele and Funmilade, 2018). According to Ogundele (2016) family environment has more chances of increasing or decreasing the intellectual achievement of the child.

Family can be described as group of persons in the society united by the ties of marriage, blood or

adoption, living in a household and interacting with each other in various respects with each member of the family occupying a definite status attached with specific roles hence, they all interact on these bases (Tolulope, Jimoh and Hammed, 2018). Akubue and Okolo (2008), defined family as a small kinship structural group with the key function of natural socialization of the new born.

In the opinion of Thomas (2015) formal education remains the vehicle for human development which must start from family. In terms of structure, families are generally organized around three basic types namely; the nuclear family, the extended family and the compound family. Johnson (2017) stressed that social institution are expected to perform specific functions in the society and since family is seen as one of those institution, the roles family play in the society cannot be over-emphasized. Family play the role of socialization associated with transmission of biological animal to a school animal and social placement in the society (Aina, Bolaji and Tajudeen, 2013).

Parental background whether parents of children with high socio-economic status, middle or low socio-economic status as a role to play in the academic performance of students (Frood, 2013). Formal education therefore remains the vehicle for human development which must start from the family. Status is often determined by the individuals economic attainment, though it is sometimes ascribed on the individual. Okunniyi (2004), identified three distinct socio-economic groups or status which are common in many countries. They are upper class which is made up of rich business men and top government officials among others; middle class which consists of skilled

workers, professionals and middle class which consists of skilled workers, professionals and middle ranked government workers and the lower class which is made up of manual workers, petty traders and low income government officials.

Parental socio-economic status and intelligence have either facilitating or inhibitory effect on the child depending on the traits inherited and environment in which he is brought up (Peters, James and Henry, 2017). Differential access to education theory is apparently true in Nigeria, thus, children of low socio-economic families do not have as much access to education as children of high socio-economic family background are found mostly in good quality post primary institutions which are adequately provided with qualified teachers and materials (Bamidele, 2016). One of the implications of such differential access to education could be that children from high socio-economic families especially in careers of greater social demands and status may be performing better than other students.

Student from low socio-economic status families may not be strongly motivated to do well in school and may not be knowledgeable about techniques of being successful in school. High socio economic status parents who have benefited in a variety of ways from education serves as effective and enthusiastic advocate to schooling (Carlson, 2003). In line with this, Okwulanya (2003) opines that innovation from educated parents strengthens the academic work. The scholar stressed further that some children may come from homes where academic is much valued, where there are books around them and most of the time, they see their parents reading. Their parents may give them books as Christmas present they encourage them to read many books either by organizing Mini library for them at home or by encourages to use the state library. The author went further to emphasize that some children may come from illiterate homes, where no importance is attached to books. In such families, children scarcely see their parents at home. Therefore it affects their academic performance in school. In his own view, Abayemi (2016) stressed that socio-economic status of parents does not have any impact on the academic achievement of the secondary school students in Lagos state. In most studies, parental education has been identified as the single correlate of children's success in school, the number of years they attend school, and their success later in life (Johnson, Luke and Titus 2016). Because parental education influences children's learning both directly and

through the choice of a school, we do not know how much of the correlation can be attributed to direct impact and how much to school-related factors. Martin and Osita (2015) stressed that the importance of parental level of education to academic achievement of student cannot be over emphasized. Students from professional and to a lesser extent managerial occupational backgrounds exhibit higher academic performance (Peters and Clifford, 2014). In his own view Bamidele (2017) opined that educational level of parents which is an indicator of socio-economic status has direct influence on child's values and academic achievement in school. In contrast to the above, Denies (2014) was of the opinion that parental educational does not have anything to do with student's academic performance in school. He stressed further that if parents can lay good foundation for their wards it will help them in their future Endeavour. Rosen and Esther (2012) found indirect relationships with performance from the students' perception of how much importance his or her parents assign to study at home.

Parental occupation is also an important family background variable. Occupation of parents may have a direct impact on a child's academic outcomes, or variations in achievement could simply be a function of the school the child attends (Frood, 2013). The occupation of one's parents may determine to a large extent one's opportunity to attend school or not Ezeji (2001) noted that parents like their children to take to their occupation, like parents who are lawyers, doctors, musicians among others. Examples of such people in the country includes GaniFawehinmi the prominent human right lawyer, Oliver Akalite (Oliver de coque) and OsitaOsadebe who was a famous musicians, each of these great men had one or more of his children in his type of occupation. Also, Uwaoma (2006) asserted that most vocational students were children whose parents were farmer or craftsmen. In Nigeria most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, bricklaying, petting and others. In his own opinion Ogundele (2016) stressed that parental occupation does not have anything to do with academic achievement of pupils in schools. While Peters, James, and Henry (2017) reported that family characteristics had a strong correlation with student achievement.

Statement of the Problem

Psychological problems are parental sources of trouble with learning. Therefore, the family has a

powerful influence on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic performance of the child depending on the social climate of the family. Family background variable may determine to a large extent one's opportunity to attend or perform better in school. Variance in psycho-social emotional fortification in the family background could be an indicator of high or low academic performance of students. Previous studies largely focused on interventions with little emphasis on family background variables. It is therefore against these background that this study sought to investigate assessment of family background variables as predictors of Social Studies undergraduate students' academic performance in River State, Nigeria.

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance

Ho 1: There is no significant influence of parental socio-economic status on Social Studies students' academic performance.

Ho 2: There is no significant influence of parental educational background on Social Studies students' academic performance.

Ho 3: There is no significant influence of parental occupation on Social Studies students' academic performance.

Methodology

The study adopted the survey design. The participants were fifty (50) students from Department of Social Studies at Federal College of Education, Omoku, Rivers State. The instrument used was Family Background Variables questionnaire ($r=0.77$) and Achievement Test in Social Studies ($r=0.87$). Three null hypotheses were tested at 0.05 level of significance.

Results

Research Hypothesis 1: There is no significant influence of parental socio-economic status on Social Studies students' academic performance.

Table 1: Mean Response on Influence of Parental Socio-economic Status on Social Studies Students' Academic Performance

S/N	Items	SA	A	D	SD	\bar{x}	Decision
1.	My parents provide me with electronic gadgets at home.	02	03	24	21	1.72	Disagree
2.	I do pay my school fees on time	03	07	24	16	1.94	Disagree
3.	My parents do buy me all musical instruments I needed in school	10	05	20	15	2.20	Disagree
4.	My parent economic status is affecting me negatively on my studies	25	10	10	05	3.10	Agree
5.	I do eat balance diet whenever I am in school because my parents are rich.	12	14	09	15	2.46	Disagree

From table 1; it's been found that there is significant influence of parental socio-economic status on Social Studies students' academic performance. Therefore, the null hypothesis was rejected.

Research Hypothesis 2: There is no significant influence of parental educational background on Social Studies students' academic performance

Table 2: Mean Response of Influence of Parental Educational Background on Social Studies Students' Academic Performance

S/N	Items	SA	A	D	SD	\bar{x}	Decision
6.	My parents are not educated	25	15	07	03	3.24	Agree
7.	My parents do not assist me at home whenever I want to do my assignment because they are illiterate	32	10	06	02	3.44	Agree
8.	My parents do communicate with me in English	10	05	20	15	2.20	Disagree
9.	My parents are using their educational background to assist me positively in my education	02	03	24	21	1.72	Agree

10.	The friendly learning environment provided to me at home is affecting my education positively	30	10	08	02	3.36	Agree
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From table 2, it shown that the null hypothesis that there is no significant influence of parental educational background on Social Studies students' academic performance was rejected.

Research Hypothesis 3: There is no significant influence of parental occupation on Social Studies students' academic performance

Table 3: Mean Response of Influence of Parental Occupation on Social Studies Students' Academic Performance

S/N	Items	SA	A	D	SD	\bar{x}	Decision
11.	My parents are civil servants	25	15	07	03	3.24	Agree
12.	My parents do not have time for me because of the nature of their job.	25	17	06	02	3.13	Agree
13.	My parents are petty trader	10	05	20	15	2.20	Disagree
14.	My parents are private company worker (s) and they get home lesson teacher for me	12	07	20	11	2.40	Disagree
15.	My parents do have time to visit me in school	40	06	03	01	3.70	Agree

From table 3; it is shown that there is significant influence of parental occupation on Social Studies student's academic performance. Therefore, the null hypothesis was rejected.

Discussion of Findings

From table 1, the result of the findings showed that a total of 5(10%) of the respondents sampled agree that their parents do provide electronic gadgets for them at home while 45 (90%) of the population sampled disagreed. Also, a total of 10 (20%) of the respondents agreed that they do pay their school fees on time while 40 (80%) of the population sampled had contrary opinion. Again, 15 (30%) of the respondents agreed that their parents do buy them all their need they need in school while 35 (70%) of the population sampled had contrary opinion. Moreover, a total of 35 (70%) of the respondents agreed that their parents economic status is affecting them negatively on their studies while only 15 (30%) of the population sampled disagreed with the statement. Also, a total of 26 (52%) of the respondents agreed that they do eat balance diet whenever they are in school because their parents are rich while 24 (48%) of the population sampled had contrary opinion. This is an indication that majority of the respondents were of the opinion that there is significant influence of parents socio-economic status on Social Studies students' academic performance. This means that parental economic status enhances students' academic performance. Hence, there is significant influence of parents'

socio-economic status on students' academic performance.

This finding is inline with Muda (2010) who opined that family background refers to all the conditions and circumstances in the family which influence the child physical, intellectually and emotionally. Ojo and Yilma (2010) also stressed that socio-economic status of a family is capable of affecting the behaviour of the children and determine their aspiration. Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home.

From table 2, a total of 40 (80%) of the respondents sampled agreed that their parents are not educated while 10 (20%) of the population sampled parents are educated. Again, a total of 42 (84%) of the respondents agreed that their parents do not assist than at home whenever they want to do assignment because they are illiterate while 8 (16%) of the population sampled had contrary opinion. Also, a total of 15 (30%) of the respondents agreed that their parents do communicate with them in English at home while 35(70%) of the population sampled disagreed with the statement. Moreover, a total of 5 (10%) of the

respondents agreed that their parents are using their educational background to assist them positively population sampled had contrary opinion. Also, a total of 40 (80%) of the respondents agreed that their parents provide friendly learning environment for them at home and it affecting their education positively while 10 (20%) of the population sampled had contrary opinion. From the outcome of the respondent's response, it implies that there is significant influence of parental educational background on music students' academic performance.

This finding corroborates with the findings of Tolulope, Jimoh and Hammed (2018) who stressed that educational level of parents is an indicator and has direct influence on child's values and academic achievement in the school. Gary (2001) stressed that pupils from professional and to a lesser extent managerial occupational backgrounds exhibit higher academic performance. Again, Diaz (2004) reported that the influence of family educational climate is defined by the amount and the style of help that children receive from the family that is determined by elements of the family context, like the dynamic of communication and affective relationships, attitudes toward values, expectations among others.

From table 3, it was discovered that 40 (80%) of the respondents agreed that their parents are civil servants while 10 (20%) had contrary opinion. Also, 42 (84%) of the respondents sampled agreed that their parents do not have time for them because of the nature of their job while 8 (16%) had contrary opinion. Again, 15 (30%) of the respondents agreed that their parents are petty trader while 35 (70%) of the respondents had contrary opinion. Moreover, 19 (38%) of the respondents agreed that their parent(s) are private company worker(s) and they get home lesson teacher(s) for them while 31(63%) had contrary opinion. Lastly, 46(92%) of the respondents agreed that their parents do have time to visit them in school while 4(8%) of had contrary opinion. This implies that there is significant influence of parental occupation on music student's academic performance.

This finding is in agreement with Peters, James and Henry (2017) who reported that family characteristics have a strong correlation with students' achievement. They stressed further that parental occupation status are highly correlated with children's educational choices and attainment, this implies that the higher the parental education qualification, the higher the occupational status of

such a parent, and vice versa. Also, Ogundele (2016) stressed that children whose parents has good occupation has a lot of support for their children like decent and good environment for academic work, guidance, academic materials and good feeding.

Conclusion

From the foregoing it was shown that there was significant influence of parental characteristics like parents' socio-economic status, parental educational background and parental occupation on academic performance of Social Studies students in Rivers State. Therefore, motivation from parents strengthens the academic aspiration of their children to perform better in their academic works.

Recommendation

The following recommendations were made based on the findings of this study:

1. The parents should take care of their children and always visit them in school.
2. The occupation of the parents should not be their number one priority but their children education.
3. The parents should be assisting their children at home whenever they have assignment.
4. The parents should be providing friendly learning environment for their children
5. Parents should not allow their economic status to affect their children education.

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