
FAMILY PATTERNS AS PREDICTORS OF STUDENTS' ACHIEVEMENT IN SOCIAL STUDIES

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Abstract

Academic achievement of junior secondary school students can be used to determine the effectiveness of teaching and learning activities in the schools. Hence, in order to establish the role that family patterns play in students' academic achievement, this study examined family patterns as predictors of junior secondary school students' achievement in Social Studies. Three hypotheses were postulated and tested in the study at 0.05 level of significance. The study adopted survey research design and 176 junior secondary school students drawn through stratified random sampling technique from 3 junior secondary schools within Amuwo-Odofin Local Government Area of Lagos State constituted participants in the study. The data obtained for the study were derived from student records and questionnaires. The students' records was used to determine students' achievement and it comprised of average of 1st, 2nd and 3rd term scores in Social Studies; while the questionnaires elicited information on respondents' gender, age, class and items that revolved around family patterns. The validity of the questionnaire was done by two Social Studies experts who ensured face and content validity of the instrument;

while its reliability was established through test-retest method within an interval of two weeks. Cronbach Alpha was used to check the reliability of the questionnaire, and reliability coefficient of 0.805 was realised. Data obtained was analysed through the use of frequency counts, simple percentage, t-test and analysis of variance (ANOVA); and the findings revealed that significant difference exists in students' achievement in Social Studies with respect to their family patterns. Also, there is significant difference in Social Studies' achievement between male students from monogamous and polygamous families which is in favour of monogamous family. However, significant difference does not exist in Social Studies' achievement between female students from monogamous and polygamous families. Therefore, it was recommended that parents should promote tolerance and understanding among family members, while upholding ethics of the marriage as an institution. Finally, government should formulate and implement policies that will improve family living conditions, as these conditions have direct influence on the academic achievement of children.

Keywords: Academic achievement, family pattern, monogamy, polygamy and Social Studies.

Introduction

Education is the tool for human capital development; through it, individuals and groups acquire knowledge and skills, adopt new behaviour and equipped to survive in the society (Adepoju and Akinwumi, 2001; Alade, 2004 cited in Adu and Adeyanju, 2013). In light of this, Social Studies is designed to equip learners with relevant tools of values, attitudes, skills and knowledge (VASK) towards providing solutions to the numerous problems confronting them in their survival in the society, and making them to be responsible and responsive citizens who will contribute meaningfully to national development. In light of this, Mushtaq and Khan (2012) noted that the academic achievement of students is essential in producing highly distinguished

graduates who will become capable hands for national development and as such, it has become a matter of concern to researchers and educators.

The term "family" is the smallest unit of the social system, and forms the integral part of the human societies. It is a group of individuals that related by consanguinity, affinity or co-residence. Ekiran (2003) conceived family is a social unit within which children are nurtured and prepared for future adult roles. Obviously, family is the primary agent of socialisation which inculcate norms and values of the society into its individual members and young ones for future adult roles. While Olatunde (2011) opined that family can be regarded to as a group of people (two or more) usually related by blood (and sometimes not related, perhaps by adoption) living together, wherein the adults care for the young.

However, family patterns can be monogamous (natural and stable family), polygamous and single-parenthood (divorced or separated) families (Eweniyi, 2005; Adeyemo, 2010; Akomolafe and Olorunfemi-Olabisi, 2011). In light of the above, Social Studies as a discipline which employs integrative approach is designed to equip learners with the needed knowledge, skills, values and attitudes towards making them to be responsible and responsive citizens so as to contribute meaningfully to the development of the society or nation in which they belong. In view of this, academic achievement of students in Social Studies must be examined.

Academic achievement according to Yusuf, Salako, Adedina and Ayelotan (2015) conceived academic achievement as the outcome of students' evaluation in the educational process indicating to what level the students have achieved the educational goals as specified in the curriculum which is greatly influenced by internal and external classroom factors. However, in an attempt to establish the role that family patterns play in the academic achievement of students, Akomolafe and Olorunfemi-Olabisi (2011) discovered that family patterns play a significant role in determining academic achievement of students; they found that students from monogamous family performed better than their counterparts from polygamous family. More so, the study revealed that significant difference exists between academic achievements of male students from monogamous

families and those from polygamous families. Likewise, Akomolafe and Olorunfemi-Olabisi (2011) found that significant difference exists between the academic achievements of female students from monogamous families and their counterparts from polygamous families. Furthermore, Uwaifo (2012) conducted a study on the position of family structures on Nigerian University students' academic achievement, and the findings from the study indicated that significant difference exists between the academic achievements of students from single parent families and those from two-parent families. Also, the study showed that significant difference exists between the academic achievements of male students from single parent families and those from two-parent families. Finally, Uwaifo (2012) found that significant difference exists between academic achievements of female students from single parent families and their counterparts from two-parent families.

However, the theoretical framework of the study stems from theory of family change and conflict-Marxian theory of the family. Theory of family change from the works of Karl Marx, William Ogbun and Max Weber explains that family patterns are gradually changing from an extended to nuclear or conjugal pattern, as ties with distant kinsmen are been loosened and more emphasis is put on the nuclear family. This is found to be due in part to industrialisation, urbanisation and occupational mobility. However, changes that occur within family system is also evident in Nigerian societies (Ekiran, 2003). On the other hand, Ekiran (2003) opined that the conflict-Marxian theory of the family explains that the family is an arena of conflict caused by competition arising from issues of competing needs amidst scarcity of resources as well as values and goals of the family members in which one party gains and the other loses; and as such individuals must compete and fight for their needs. Therefore, the changes that occur in the family pattern are as a result of industrialisation, urbanisation, labour mobility or search for employment opportunities as well as conflicts over competing needs and values, which forces family members to be separated; thereby creating single parent and polygamous families.

In view of the above background, Farooq, Chaudhry, Shafiq and Berhanu (2011) noted that various studies have been conducted to

examine the factors that have significant impact on the academic achievements of students in schools; and the factors can be within or outside that school that contribute to the students' high or low attainment in the academics. These factors include: economic, social, psychological, environment, personal, school, peer, students' related factors and family patterns; however, influence of the factors on students' achievement varies from one person to another and from one country to another.

Mashile (2011) noted that quite a number of research works have been carried out to investigate the role family factors play in child's development; and the structure of the family, occupation, education, beliefs, involvement and parental support/involvement as well as parenting styles in school-related matters have been identified in which most researchers found few of the factors to have contributed effectively in determining the academic achievement of students. Therefore, family as an agent of socialization is as primitive as the society, its patterns or structures as well as styles differ. Hence, it should be given utmost concern as its patterns and structures are changing drastically with advent of industrialisation, urbanisation as well as western concepts and worldview of family (Ijomah, 2008).

In view of this, many children have been hindered from reaching their optimum level in academic pursuit due to some negative factors arisen from home. These include lack of parental encouragement, lack of conducive environment, poor finance and housing, poor feeding, ill-health and lack of interest on the part of the students. Children whose school needs (physical and emotional) are not provided for by their families, may forever remain underachievers and this could affect the general development (physical and human resources) of the country (Akomolafe and Olorunfemi-Olabisi, 2011).

Therefore, it is crucial to investigate and address anything that serve as cogs to good academic achievement in Social Studies so that the gains of its teaching can be realised, students' academic attainment is useful determining the effectiveness of teaching and learning activities in the schools, prospects of youths and the nation at large (Ewumi, 2012). It is against this backdrop that the study examined family patterns as predictors of students' achievement in Social Studies. Specifically, the objectives are:

1. To examine the difference in students' achievement in Social Studies with respect to their family patterns.
2. To find out the difference in the Social Studies achievement of male students from monogamous family and those from polygamous family.
3. To examine the difference in the Social Studies achievement of female students from monogamous family and those from polygamous family.

Hypotheses

Based on the objectives of this study, the following null hypotheses were postulated and will be tested at 0.05 level of significance:

1. There is no significant difference in the academic achievement of students from polygamous, monogamous and single-parent families in Social Studies.
2. There is no significant difference between the Social Studies' achievement of male students from monogamous and those from polygamous families.
3. There is no significant difference between the Social Studies achievement of female students from monogamous and those from polygamous families.

Methodology

The study adopted survey research design and was carried out in Amuwo Odofin Local Government Area of Lagos State; and the study sample comprised 176 JSS2 students drawn from 3 Junior Secondary Schools through the use of stratified random sampling technique. Questionnaire and students' records were the instruments used to obtain data for the study. The questionnaire elicited information on respondents' gender, age, class and items that revolved around family patterns. It was given to two Social Studies experts who ensured face and content validity of the instrument; while its reliability was established through the use of test-retest method within an interval of two weeks; and Cronbach Alpha was used to check the reliability (internal consistency) of instrument, while reliability coefficient of 0.805 was realised. Also, to determine participants' achievement in

Social Studies, their previous (1st, 2nd and 3rd term) scores in the subject were derived from School records and the reliability of scores was carried out by calculating the mean (average) score of each of the student participants. The data collected was analyzed through the use of frequency counts, simple percentage; t-test and analysis of variance (ANOVA).

Results

Test of Hypotheses

Hypothesis One: There is no significant difference in the academic achievement of students from polygamous, monogamous and single-parent families in social studies. For the test of this hypothesis, analysis of variance was used and the results of the analysis of the data were presented in Table 1.

Table 1: Analysis of Variance of Students' academic achievement in Social Studies with regards to their family

SSATSCORE	N	Mean	Std. Dev.	F (ANOVA)	p-value
Family Patterns					
Monogamous	123	59.50	13.38	3.191	0.044
Polygamous	24	52.71	14.532		
Single-Parent	29	61.28	11.701		
Total	176	58.86	13.455		

Result is significant at $p < 0.05$

Table 1 shows the summary of analysis of students' achievement in Social Studies with regards to family patterns. Based on the analysis of variance, the results above show that significant difference exists in Social Studies achievement mean scores of students with regards to family patterns ($F = 3.191$, at $p < 0.05$). Therefore, result opposes the null hypothesis and is consequently rejected. This implies that students' achievement in Social Studies is influenced by their family patterns.

Hypothesis Two: There is no significant difference between the social studies' achievement of male students from monogamous and those from polygamous families. For the test of this hypothesis, T-test analysis was computed and the results of the analysis of the data were

presented in Table 2.

Table 2: Independent t-test Comparison of Social Studies' achievement between male students from monogamous and polygamous families

SSATSCORE	N	Mean	Std. Dev.	df	t	p-value
Male Family Patterns						
Monogamous	63	61.41	11.891	77	4.511	0.000
Polygamous	16	46.75	10.376			

Result is significant at $p < 0.05$

Table 2 shows the summary of independent t-test analysis of Social Studies' achievement between male students from monogamous and polygamous families. Based on the test, the results above show that significant difference exists in Social Studies' achievement mean scores between male students from monogamous and polygamous families ($t = 4.511$, at $p < 0.05$). Hence, result negates the null hypothesis and is thus rejected. Therefore, there is significant difference in the Social Studies' achievement between the male students from monogamous and polygamous families. However, this significant difference in male students' achievement in Social Studies is in favour of monogamous family.

Hypothesis Three: There is no significant difference between the social studies achievement of female students from monogamous and those from polygamous families. For the test of this hypothesis, T-test analysis was computed and the results of the analysis of the data were presented in Table 3.

Table 3: Independent t-test Comparison of Social Studies' achievement between female students from monogamous and polygamous families

SSATSCORE	N	Mean	Std. Dev.	df	t	p-value
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Female Family Patterns						
Monogamous	64	57.28	14.261	70	-1.368	0.176
Polygamous	8	64.63	14.822			

Result is not significant at $p > 0.05$

Table 3 shows the summary of independent t-test analysis of Social Studies' achievement between female students from monogamous and polygamous families. Based on the test, the results above show that significant difference exists in Social Studies' achievement mean scores between female students from monogamous and polygamous families ($t = -1.368$, at $p < 0.05$). Therefore, result supports the null hypothesis and is hereby accepted. Thus, there is no significant difference in Social Studies' achievement between female students from monogamous and polygamous families.

Discussion

The findings from test of hypotheses postulated for the study revealed that significant difference exists in Social Studies achievement mean scores of students with respect to family patterns. This finding supports the position of Akomolafe and Olorunfemi-Olabisi (2011) that family type is a significant factor influencing the academic achievement of secondary school students. This means that students' achievement in Social Studies is influenced by their family patterns; as there is significant difference in students' achievement in Social Studies with respect to their family patterns or types. Also, the study showed that there is significant difference between the Social Studies' achievements mean scores of male students from monogamous family and those from polygamous family. This finding supports the position of Akomolafe and Olorunfemi-Olabisi (2011) that the male students from monogamous family performed better than their counterparts from polygamous family. Similarly, the finding is in line with finding of Uwaifo (2012), who found that there was significant difference between the academic achievements of male students from single parent families and those from two-parent families.

Finally, the study revealed that there was no significant difference between the Social Studies' achievements means scores of female

students from monogamous and polygamous families. This finding contradicts the finding of Akomolafe and Olorunfemi-Olabisi (2011) that there was significant difference between the academic performance of female students from monogamous and polygamous families. Also, the finding is at variance with that of Uwaifo (2012) who found that significant difference exists between academic achievements of female students from single parent families and their counterparts from two-parent families.

Conclusions and Recommendations

Academic achievement of students in Social Studies can be significantly influenced by their family patterns. This is due to the fact that family patterns or types play a significant role in determining students' achievement in Social Studies particularly among male counterparts. In light of this, Adeyemo (2010) opined that the type of family a child comes from affects the learning behaviour of the child in term of his acceptance of the values by which the family is adapted to. More so, a family in which positive attitudes are not encouraged, love is not given and affection denied, will not be a suitable for a growing and developing child. Thus, when a child is denied these right or privileges, a negative attitude is developed towards the learning environment; the child tends to take things lightly and will not be serious with studies or academic activities and consequently, suffers setbacks in academics.

The family is the bedrock of all societies in the world; and the family as well as its patterns hold a great influence on the development of the children and their academic pursuits. Therefore, in a bid to maintain good social climate within the family and strengthen ties among its members, it was recommended that parents should be admonished to uphold the ethics of the marriage as an institution and strive to avoid the issue of divorce leading to broken homes. Also, non-governmental organisation should step up campaigns or advocacy for promotion of family values in order to prevent these values from being eroded from the society. More so, religious organisations should use their various platforms to foster tolerance and understanding among family members; while admonishing adherents to cater for their children's needs in the face of economic challenges across the nations of the

world. Finally, government should formulate and implement policies that will improve the family living conditions, as these conditions have exhibit direct influence on the academic achievement of children.

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