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Family Type and Students' Academic Performance in Social Studies in Ogoja Education Zone of Cross River State, Nigeria

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Abstract
The study examined family type and students' academic performance in Social Studies in secondary schools in Ogoja Education Zone, Cross River State, Nigeria. To achieve the purpose of this study, one research question and one null hypothesis was formulated to guide the study. Literature review was carried out based on the research variable. Ex-post facto research design was adopted for the study. A sample of four hundred and seventy-three (473) students was used for the study. The selection was done through a multistage approach. The questionnaire titled Family Type Questionnaire (FTQ) and Social Studies Performance Test (SSPT) were used for data collection. The reliability estimate of the instruments were established through Cronbach Alpha reliability method. Independent t-test analysis was the

statistical technique employed to test the hypothesis under study. The hypothesis was tested at .05 level of significance. The result of the analysis revealed that family type significant influence of on students' academic performance in Social Studies. Based on the findings of the study it was recommended that monogamous family type should be encouraged hence it has positive impact on the academic performance of students.
Keywords: *Family Type, Students' Academic Performance, Social Studies*

Introduction

It is assumed that the more stable the family is, the more secure the child will feel in the home. The child living in the shadow of the broken home is often bewildered by comings and goings and by the mere fact that essential relationships are not promoted or are broken off and disrupted at a very impressionable time. Both parents would have to be essential elements in the growth and development of the child. This is provided by the mutual relationships and interactions among and between parents and child to give the child a focus. The roles they have to play are different but, at the same time complementary. Human personality is born and made, first and foremost, in the family. Temperamentally, they are 'born' with the inherited endowments of the both parents' genes and they are 'made' through the social climate of the family (Ene, 2015).

Uwaifo (2018) examined the effects of family type and parenthood on the academic performance of Nigerian university students. Results from the study shows that significant differences exist between the academic performance of students from monogamous parent families and those from polygamous family type. The results also indicate significant difference in academic performance of male and female students compared on two types of family background. This, he argues, could be explained by the fact that life in a polygamous family can be traumatic and children brought up in such family structure often suffer from emotional problems such as lack of warmth, love and disciplinary problems, which may hinder their academic performance. On the other hand, children raised in monogamous families are often emotionally stable; conversely, they suffer less emotional problems thereby making them less anxious in the pursuit of their academic work. However, he notes that this situation might not be true all the time since there are children from polygamous families who still perform academically better than some children from monogamous families. On the basis of these findings, the study recommends that school counsellors be employed in all schools and that they should provide necessary assistance to students especially those from polygamous families to enable them overcome their emotional concerns.

Similarly, Francesconi, Seltze and Ermisch (2015) in their study, reported that family type and school outcomes share common unobserved factors as growing up in a polygamous family is generally associated with worse outcomes. However, when endogeneity is accounted for, that is, comparing siblings who experienced different family types, or by comparing children who experienced parental loss through death or divorce with those from monogamous and intact families, there is little evidence that family type significantly influenced children's academic performance. Yeung Linver and Brooks-Gunn (2012), noted that an extensive body of empirical research, identifies family type as a key determinant of children's later performance. They further maintain that growing up without a biological parent, be it mother or father, is negatively associated with schooling attainment.

In the same vein, Booth and Kee (2016) indicated that educational outcomes for children in blended families, that is step children and their half-sibling, are similar and worse than the outcomes of those who grow up in families in which all the children are the biological children of both parents. Nsibiet (2011) also found that growing up in a polygamous family has a negative and significant influence on schooling performance. Asikhia (2016), reported that living in a lone-parent family has a negative influence on students' test scores and that living with a step-parent or with half-siblings has no influence on students' cognitive development.

In an extension of family model, Dermie (2017) proposed that the objective of family research should be to search for those variables that can be altered, therefore, make a difference in students' learning. The findings from family learning environment research suggest that students' academic success is influenced by the interrelationships among intact and high parental educational aspirations; a language environment that is characterized by strong reading habits and rich parent-child verbal interactions: academic involvement and support where parents become actively involved in their children's schooling; an intellectually stimulating home setting, in which parents provide opportunities for children to explore ideas and encourage children to become involved in imagination provoking activities; and parent-child interactions that support the pursuit of excellence in academic and cultural experiences and that allows independent oriented behaviour.

Coleman (2016) also reported that children from broken and polygamous homes are usually associated with anti-social behavior and poor academic records. The problem of deprivation of a second parent is bad enough but when the remaining parent cannot cope with the resultant problems, a tragic situation arises. In such a situation a child becomes a misfit in the society. Ewveniyi (2015) studied the impact of family type on academic performance of university students. The sample for the study consisted of two hundred and forty (240) students drawn from the six randomly selected faculties of Olabisi Onahanjo University, Ago-lwoye. The

results show that significant differences exist between the academic performance of students from polygamous families and those from monogamous intact homes. The results also indicate that there exist significant differences in academic performance of male and female students compared on two family structures. On the basis of these findings, the study recommends that parents be mindful of home environment of their children.

Eamon (2015) also stated that one of the factors often commented on is an unhappy home occasioned by separation and divorce. This has now taken its place as wide-spread phenomena resulting in a change from two parent-homes to the single-parent family structure, usually run by the mother. It is therefore evident that the child's emotional disturbance is increased by stress, not from society but within the home environment. Eamon maintains that there is an association between school performance and family type. Children living with both parents did better on average than those living with a divorced or single-parent or still in a polygamous family arrangement. Eamon (2015) concluded that the polygamous parenting type influence school performance more negatively than does the monogamous or two parent intact family type. The polygamous parent experiences loneliness and has limited resources and less time to participate in social and community activities. This affects the student's personality and interpersonal relationships which in turn directly affects the academic performance.

Cotton and Wiklund (2015) asserted that it seems unlikely that father's absence in itself would show significant relationship to poorer academic performance if relevant variables are adequately controlled. Cotton and Wiklund (2015) noted that the evidence so far available offers no firm basis for assuming that boys who grow up in fatherless homes are likely, as men, to suffer from inadequate masculine identity as a result of lacking a resident male model. All in all, children from monogamous two-parent homes, score higher in scholastic achievement than other children from polygamous family type. Single-parenthood can happen through death, divorce, desertion, birth out of wedlock, adoption without marriage and artificial insemination. Some people especially women feel that having husband is no longer a prerequisite for raising children. The single-parent often has to assume the responsibility of the missing spouse alone and also to care for the economic, physical, emotional, social and educational needs of the children. Single-parent women have to work outside the home, as well as, care for the children and maintain the household. They often have to depend on care givers and this situation usually has negative impact on the children including their academic performance.

In a related study, Wilkins (2017) contended that boys from polygamous and single-mothers' homes are affected by father's absence. These children have trouble concentrating and do poorly on academic matters. The effects of father absence on girls depends, among other things, on the age of the child at the time of separation from the father, the quality of mother-father relationship before separation, availability of appropriate substitute male model and the emotional state of the mother during and after separation. When a girl reaches adolescence, the outcome of the relationship becomes apparent. If the father is absent and if father-daughter relationship is halted, she becomes passive, withdrawn and shy with males and school work.

Literature review

Family type and students' academic performance

Research conducted by Kirui, Francis, Clement and Isaac (2015) identified the influence of family type and students' academic performance in secondary schools, particularly Eldoret Town. This research aimed specifically to determine the extent to which family type led to increase in poor/excellent academic performance by the students. The research used a survey technique; the study target secondary school students. Questionnaire and interview were used to gather data from respondents, and out of one hundred and twelve (112) respondents who were sampled, one hundred and seven (107) responded, giving a response rate of 96 percent. Data was analyzed using inferential and descriptive statistics. The outcome of the study showed that family type has significant effect on students' academic performance. It was recommended that separated family type should be avoided in order to give way for united family which would in turn influence better academic performance of students in Social Studies.

Ene (2015) examined the disparity between family size and students' academic performance in Delta State, Nigeria. In this study, the population consisted of all secondary school students in Delta State. The survey included 390 students chosen from seven Local Government Areas. For the analysis, quantitative data were extracted using a formal questionnaire. Using expert judgements, the instrument was subjected to content validation. The study reliability was obtained by a test-retest process, with a coefficient figure at 0.72. The real variables were analyses systematically using one-way analysis of variance. The outcome showed a substantial effect family type on students' academic performance.

Hanson (2019) carried a study on the influence of family size on students' academic performance in an ordinary certificate of secondary education examination in Mtwara Mikindani Municipality, Tanzania. The research design was an exploratory mixed-method design, 100 respondents were sampled for the study using a simple random sampling technique. Data from the respondents were collected through an interview, questionnaires,

documentation review, and observations. Research questions were answered using simple percentages and frequencies, among others, the result showed that family type influences academic performance of students in their national examinations. It was recommended that small family size should be encourage hence it has influence in Social Studies.

Eweniyi (2015) conducted a study on the perceived influence of family type on students' academic achievement in secondary schools in Kwara State, Nigeria. This study examined the perceived influence of parents' education on students' academic achievement in secondary schools. Non-probability techniques (stratified, purposive, and convenience sampling techniques) were used to select 20 schools and their principals from three senatorial districts in Kwara State. The research design used a combined interview and observational checklist to collect relevant data for the study. Nvivo software (version 10) was used to analyze the data collected. Findings of the study revealed that intact family positively influenced students' academic achievement. The study recommended that intact family type should be encourage hence it has positive impact on the academic performance of students in Social Studies.

Dermie (2017) also investigated the link between family type and school effectiveness. The study was quantitative and adopted the survey design. 650 were used as the sample of the study out of the population. The questionnaire was used to elicit data from the sampled respondents. The academic performance of the students was measured using the results obtained from the sampled schools. Findings showed a positive significant relationship between parents and school effectiveness. The study found that the success of most students was based on the type of family they come from whether separated or intact in family.

Statement of hypothesis

Family type has no significant influence on students' academic performance in Social Studies.

Methodology

The research design adopted for this study is Ex-post facto design. Kerlinger (1986) asserted that Ex-post facto research design is a systematic empirical inquiry in which the researcher does not have direct control of the independent variables because their manifestations have already occurred or inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables. The population of the study comprised 8,651 public Junior Secondary School two (JSS 2) students in the 86 public secondary schools in Ogoja Education Zone of Cross River

State. The sample for this study was 473 Junior Secondary Two (2) students drawn from the five public secondary schools in the three Local Government Areas in Ogoja Education Zone. The 473 sampled respondents represented 10% of proportionate sample of the total population in the three (3) selected Local Government Areas in the education zone.

Instrumentation

Two instruments were used for data collection in the study. The first instrument was a questionnaire was titled: Family Type Questionnaire (FTQ). The second instrument was Social Studies Performance Test (SSPT). The instrument was made up of section A and B. Section A used the questionnaire to sought for respondents' personal data such as gender, age and parents' socioeconomic status while section B made of 50 Social Studies based questions with option A-D for respondents to promptly select among the options.

Result and discussion

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There is no significant influence of family type on students' academic performance in Social Studies. Family type does not significantly influence students' academic performance in Social Studies. Independent variable is Family type (intact or separated). Dependent variable is Students' academic performance in Social Studies. Independent t-test analysis was adopted to test this hypothesis. The result is presented in table 1.

Table 1: Independent t-test analysis of the influence of Family type on students' academic performance in Social Studies (N=473)

Family type	N	$\bar{X}$	SD	t-value	Sig.
Monogamy	292	35.2568	3.06501	-8.129*	.000
Polygamy	181	37.5083	2.69076		

*Significant at p<.05 level, P-value =.000, df = 406.

The result in Table 1 revealed that the calculated t-value -8.129 at p=.000. Since the p (.000) is less than p (.05), the null hypothesis is rejected. With this result the null hypothesis that Family type does not significantly influence students' academic performance in Social Studies was rejected. This implies that Family type significantly influences students' academic performance in Social Studies.

Discussion of findings

The result of the first hypothesis study indicated that, Family type significantly influenced students' academic performance in Social Studies. The finding is in line with the study of Kirui, Francis, Clement and Isaac (2015) who showed that family type has significant effect on students' academic performance. It was recommended that polygamous family type should be avoided in order to give way for united family which would in turn influence better academic performance of students. Ene (2015) also showed a substantial effect family type on students' academic performance. Family type influences academic performance of students in their national examinations.

Eweniyi (2015) conducted a study on the perceived influence of family type on students' academic achievement in secondary schools in Kwara State, Nigeria. This study examined the perceived influence of parents' education on students' academic achievement in secondary schools. Non-probability techniques (stratified, purposive, and convenience sampling techniques) were used to select 20 schools and their principals from three senatorial districts in Kwara State. The research design used a combined interview and observational checklist to collect relevant data for the study. Nvivo software (version 10) was used to analyze the data collected. Findings of the study revealed that intact family positively influenced students' academic achievement. The study recommended that intact family type should be encourage hence it has positive impact on the academic performance of students. Dermie (2017) also found that the success of most students was based on the type of family they come from whether separated or intact.

Conclusion

This study investigated family type and students' academic performance in Social Studies in Ogoja Education Zone, Cross River State, Nigeria. The findings obtained from the analysis of the data revealed that family size significantly influenced students' academic performance in Social Studies.

Recommendation

Based on the finding obtained from analysis of data and testing of hypothesis in the study, it was recommended that:

1. Monogamous family type should be encouraged hence it has positive impact on the academic performance of students.

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