Family Background And Learning Facilities As Predictors Of Students' Academic Performance In Social Studies At Junior Secondary Schools In Lagos State, Nigeria

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Abstract
This study focused on investigating the impact of family background and learning facilities on students' academic performance in social studies at junior secondary schools in Lagos State, Nigeria. The study aimed at exploring the influence of family size on students' academic performance and the relationship between learning facilities and academic achievements. A survey design was employed, and simple random sampling techniques were utilized to select participants from several junior secondary schools in Ojo LGA of Lagos State, Nigeria. The researchers gathered data from 240 respondents, out of which 198 responses were validated through a self-constructed and validated questionnaire. The data collected were tested using the Pearson Correlation statistical tool with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. The results revealed that family background significantly affects students' academic performance in Social Studies at Lagos State Secondary Schools. Furthermore, the availability of learning facilities was found to have an impact on students' academic achievements in the same subject. Based on these findings, it is recommended that efforts should be made to strengthen family backgrounds, as they play a crucial role in students' ability to concentrate on their studies. Moreover, enhancing the provision of learning facilities will contribute to the improvement of students' academic performance in Social Studies.
Keywords: *Academic Performance, Family background, Learning facilities, Social Studies*

I.   Introduction

Education is a key that unlocks the potentials in an individual for self and national development. An individual may not be able to contribute to self and national development until he/she has been adequately trained and certified in a chosen career. Attaining education in school is very key to human development. It is the foundation of the individual's growth and development. It is the means through which any child starts to look into the future with a view to attaining set goals. The ability of a child to attain his set goals is strengthened by a good and effective educational process. However, several challenges faced by a child in the course of their academic pursuit may prevent him or her from performing well academically, which could either be physical or psychological (Khan, 2022). Education, therefore, helps to promote quality of life in any society. This is achievable through the acquisition of skills that helps in poverty reduction, promoting security, safety and peacekeeping. It also helps in maintaining law and order, empowering women for businesses and agriculture development. Consequently, quality education plays a vital role in any society, in that it enhances the standard of living of citizens (Al-Shuaib, 2014).

However, even though the development of individuals and the nation at large depends largely on the quality of education of her citizens, the performance of most students in primary and secondary schools, being the foundation levels for the tertiary stage, is fast depreciating. A considerable number of Nigerian youths do not seem to pursue their academic career with the required vigour. As such, this non-challant attitude of students towards their studies has accounted for their poor performance in their studies. Furthermore, the government and other stakeholders in education have shown their displeasure with the poor performance of students in secondary schools (Ashqar & Haddad, 2020). Undoubtedly, the certification of an individual in an organized learning

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institution is measured by the level of performance. Thus, the performance of students in any subject is said to be accounted for by several factors (Khan, 2022). Given the information presented earlier, it becomes essential to explore the connection between family background and students' academic performance, as well as to assess the relationship between learning facilities and student academic achievements. Consequently, this paper focuses on investigating family and environmental variables as predictors of students' academic performance in social studies within Lagos State junior secondary schools.

II.   Literature Review

Conceptual Review

The term family has been conceptualized in various ways by different authors. For example, Sujan (2021), sees a family as an intimate and relatively permanent set of people that are connected by blood, marriage, or adoption, who live together in any society, share social and economic responsibilities, and have a great influence on one another from birth until death. Furthermore, Encyclopaedia (2023), stated that a family is a group of individuals bound by marriage, blood, or adoption, making up a single household and relating with each other in their respective social positions, usually those of spouses, parents, children, and siblings. A family is mainly different from a household, which may include neighbours living within a common residence. It is equally different from kindred, which in particular, is not different from the marriage pair, but the main concern of a family group is the parent-child relationship, which may be absent from many marriage pairs. Therefore, a family is a small group of individuals and the first point of contact for any child. The family plays a pivotal role in the physical, mental and emotional development of a child.

Family background is a multidimensional construct that encompasses various aspects of an individual's upbringing, experiences, and interactions within the family unit. It plays a pivotal role in shaping an individual's development and has been recognized as a significant predictor of academic performance among students.

According to Garcia and Thornton (2015), family background refers to the socio-economic, cultural, and educational attributes of a person's family. It encompasses factors such as parental education level, family income, family size, parental involvement in education, and the overall home environment. Research has consistently shown that these aspects of family background can have a profound impact on a student's academic success.

School is a social institution put in place by society to provide particular social responsibilities (Hoque, 2023), which could be traced back to the beginning of human existence, until the present age of industrialization, when school has proved the major agents of socialization, and over the years, educational needs have grown rapidly in providing acceptable ideas, habits, and attitudes of children, with a view to producing well-balanced individuals, that are physically, mentally, emotionally, culturally, and socially sound. As such, in the present society, the school plays a dominant role in the education of individuals.

Academic performance measures the extent to which a student, teacher or school has achieved their short or long-term educational objectives. Fulfilment of educational levels such as primary, secondary, diplomas and bachelor's degrees represent academic achievement (Bossaert, Doumen, Buyse & Verschueren, 2011). Academic achievement is commonly determined by examinations or continuous assessments but there is no particular way through which it is best evaluated or which areas are most important than the other. Furthermore, there are individual factors that also predict academic performance, including, test anxiety, environment, motivation, and emotions among others, which also require consideration when developing models of school achievement (Magnuson, 2007). It is often said that the achievement of schools is measured by the Academic Performance Index. Therefore, academic performance can be seen as a term that describes a student's achievement after completing a course or subject from an institution. It connects students' learning across various academic courses and their performances, which are assessed by formative and summative assessments (Phillip, Davis, Miller, & Naglieri, 2008). It refers to the outcome of students' efforts to attain certain laid-down educational objectives.

Empirical Review

Few studies have been conducted on the impacts of family and school variables as predictors of students 'academic performance, some of which include Asikhia (2010), who revealed that the family educational background and socio-economic status influence the academic performance of a child, stressing further that the type of family that a child finds himself is a major determinant of the success or otherwise of the child, in terms of academic performance. In addition, Ushie, Owolabi and Emeka (2012), reaffirmed the impact of parental socio-economic status, educational background and family type and size on the children's educational attainment and social integration.

Ajila and Olutola (2000) posited that the home affects the individual since the parents are the first socializing agents in an individual life. Uwaifo (2008) affirmed that the family background of a child affects his reaction to life situations and his level of performance. Ndem in Omirin and Adeyinka (2009) confirmed that parental support financially and morally has been found to be potent in improving students' performance. Ebenuwa-Okoh (2010) opined that if the finances of students are not adequate, the situation may affect their

academic performance. Egbule in Ebenuwa-Okoh (2010) added that students' academic performance may be enhanced if their financial needs are adequately met.

Mudassir and Abubakar (2015) posit that a favourable school environment provides the necessary stimuli for learning experiences. In recognition of this fact, the Federal Republic of Nigeria (2014), stipulates in the National Policy on Education that learning environments should be adequately equipped to enhance the academic performance of students. Thus, it is the sole responsibility of the school administrators to ensure that they provide conducive learning environments for the students, as well as the teachers. It is important to note that many variables contribute to either the high or low academic performance of students in the school. Learners spend most of their time in school, and the school environment influences their academic performance through the curriculum, teaching techniques, and interpersonal relationships between students and their teachers (Jeynes, 2003). Ayeni, Omotayo and Olugbuyi (2017) discovered in their study that class size is one of the environmental variables that can determine students' achievement in Biology. Hence, the environment in which the students learn plays a major role in their learning outcomes.

Harinarayanan and Pazhanivelu, (2018) found the impact of school environment factors on students' academic achievement in the Vellore educational district. The study employed a stratified random sampling technique for selecting a sample size of 300 from the population. It was however found that the school environment has a significant positive impact on the academic achievement of students.

III. Methodology and Data

A survey research design was adopted in the study. The population of the study consisted of students in public junior secondary schools in Ojo local government area of Lagos State. A sample size of 240 was used in the study. A simple random sampling technique was employed in selecting the sample for the study. A total of 198 copies of the validated questionnaire were collected from respondents, representing 82.5 percent of the total instruments returned. The descriptive statistics of frequency counts and percentages were used in presenting demographic data and answering the research questions. The Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at a 0.05 level of significance, using the Statistical Package for Social Sciences (SPSS) version 23.0.

IV. Results and Discussion

Analysis of the sex of the respondents: The result as shown in Figure 1 indicates that most of the respondents in the study were females. Specifically, 68.7% of the respondents were females, while 31.3% were males, which shows that there are more girls at the junior secondary level in the selected schools.
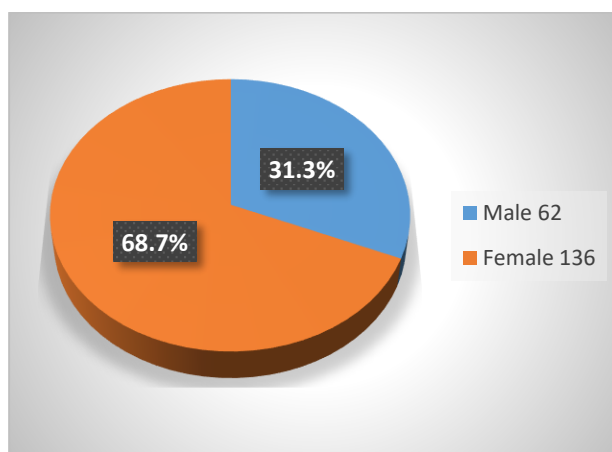

Figure 1: Sex of respondents.
Source: Field Survey, (2023).

Analysis of the family status of respondents: The result as shown in Figure 2 indicates that 47 students representing 23.7 percent of respondents were from single parents, 124 of them, representing 62.6 percent lived with both parents and 27, representing 13.7 percent of the respondents were adopted, children. This implies that most of the respondents in the study had their two parents still living together, which assisted them in answering most of the questions in the study.
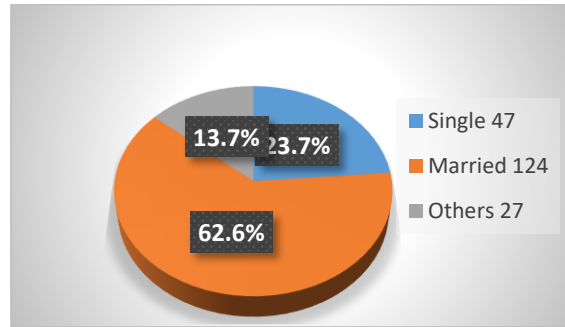
Figure 2: Family Status of respondents.
Source: Field Survey, (2023).

Analysis of years of marriage of respondents' parents: For those that live with their parents, the result as shown in Figure 3 indicates that 42 of the students, representing 21.2 percent are from parents whose marriage is between 10 to 20 years. 68 of them representing 34.3 percent have parents whose marriage has lasted between 21 to 30 years. Furthermore, 88 of the teachers, representing 44.5 percent have parents whose marriages has being for 31 to 40 years. This implies that a larger part of the students are from homes where both parents live together.
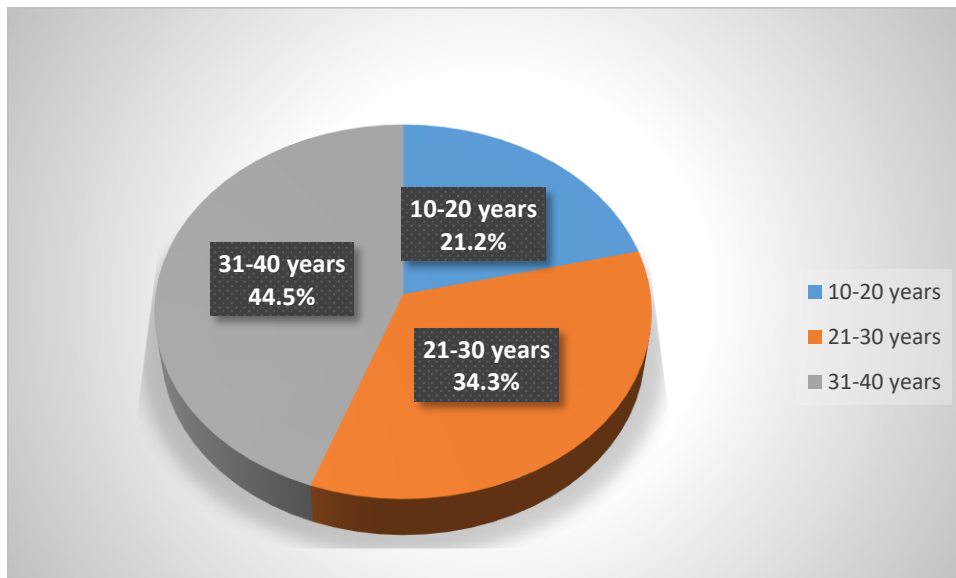

Figure 3: Years of Marriage of respondents' Parents.
Source: Field Survey, (2023).

Hypothesis One: Family background is not significantly related to students' academic performance.

Table 1: Family Background and Students' Academic Performance

Variables	N	X	S.D	df	R	P	Remark
Family Background		12.0	2.14				
	198			196	.64	.001	Reject H_0
Students' Academic Performance		16.1	3.37				

(P<0.05)

Information in Table 1 revealed that there is a positive, moderate, and significant relationship between family background and students' academic performance in Social Studies in Lagos State Junior Secondary Schools (r=.64, df=, P<.05). Therefore, the null hypothesis which states that family background is not significantly related to students' academic performance was rejected. This implies that there is a significant relationship between family background and students' academic performance in Social Studies in Lagos State Secondary Schools.

Hypothesis Two: Learning facilities and student academic performance are not significantly related.

Table 2: Learning Facilities and Students' Academic Performance

Variables	N	X	S.D	df	R	P	Remark
Learning Facilities		11.46	3.24				
	198			196	.74	.001	Reject H_0
Students' Academic Performance		16.1	3.37				

(P<.05)

Information in Table 2 revealed that there is a positive, strong, and significant relationship between learning facilities and students' academic performance in Social Studies in Lagos State Junior Secondary Schools (r=.64, df=, P<.05). Therefore, the null hypothesis which states that learning facilities and students' academic performance are not significantly related was rejected. This implies that there is a significant relationship between learning facilities and students' academic performance in Social Studies in Lagos State Secondary Schools.

V. Conclusion and Recommendation

Education can be referred to as an engine of growth in any nation. It empowers the individual with the required skills to meet up with life's challenges. Education contributes greatly to the quality of life in any society in several ways. These include poverty reduction, enhancing the standard of living, fighting crime and criminality, prevention of diseases, maintenance of law and order and women empowerment among others. However, the quality of education that an individual gets determines how well he contributes to a nation's development. Over the years, the academic performance of students has been identified as key to their contribution to national development. However, some factors have also been identified as reasons for students' poor academic performance, which include, but are not limited to family, school and psychological factors.

The following recommendations were therefore made for the study.

1. The Government should try to implement 26% of the total budget for educational development as recommended by the United Nations Organization. This will ensure adequate provision of learning resources for students.
2. Parents should be well informed in terms of creating awareness by the government on how their domestic attitudes as parents could impact their children's academic performances.
3. The government should also have sustainable political will among the leaders to ensure the continuity of educational policies in all states of the country.
4. Education should be an affair and responsibility of federal, state and local governments in terms of adequate funding, including the welfare of teachers.
5. The private sector should also be encouraged to contribute to the development of education in terms of funding and scholarships across the states of the federation.

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