

**INFLUENCE OF FAMILY BACKGROUND ON THE ACADEMIC
PERFORMANCE OF PHYSICS STUDENTS IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

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UNIVERSITY OF BENIN**

JULY, 2021

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CERTIFICATION

This is to certify that this research work was carried out by **OBAZEE Uwayemwen Precious** with matriculation number **EDU1602608** have satisfied the regulations governing the award of Bachelor's Degree in Physics Education from University of Benin, Benin City, Edo State, Nigeria.

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DEDICATION

This project is dedicated to God Almighty for the strength and patience he gave me to complete this research work. It is also dedicated to my parents, Mr. & Mrs. Obazee, for their love and immense contribution towards its success.

ACKNOWLEDGEMENT

First and foremost, my profound gratitude goes to God Almighty, who gives knowledge and understanding and who made it possible for me to be alive today and saw me through this work without much stress.

I sincerely appreciate my supervisor Dr. F.O. Ahanor for his immense support and guidance during this project. I wish to express my profound gratitude to my parents Mr & Mrs Obazee for their love and care and immense contribution towards the success of the project.

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ABSTRACT

The study on the influence of family background on the academic performance of physics students aimed at evaluating the effect of family background on the educational performance of students', to find out if social- economic status of parents influence their students' academic performance in physics, to find out whether educational attainment of parent affect their students' academic performance in physics and to find out the influence of family size on educational upbringing of physics students.

The study made use of primary data which are gotten from the distribution of the research questionnaires; the sample size for the study will be at least 35. The study made use of the chi square test for the analysis. The study therefore concluded that differences in academic performance of children are a function of differences in educational background of the parents. Due to inadequate resources, children are not provided with academic needs that could facilitate conducive learning because of poor socio-economic status of some parents. This has some effects on student's performance.

The study also made useful recommendation to assist relevant stakeholders in decision making. Some of them are: Parents overall commitment to the academic welfare of their children irrespective of economic demands, promotion of specific educational developmental

researches and establishment of a body for intense interactions among teachers, parents and students.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is a basic tool used by society for transmission of its societal values. It has become an area of prime importance not only for government or voluntary agencies but also for individuals, families, governments and community. Voluntary agencies and individuals are committing a lot of resources in order to achieve success in the educational enterprise (Orhungur, 2001).

Education is a collective responsibility. Awoniyi (2001) puts it that the government believes that the greatest investment of a nation should be in her people. The greatness of any nation depends on the genius, qualities, attitudes and aspirations of her people and it cannot expect to be ignorant and free at the same time.

Many factors and reasons have been given as being responsible for the continuous falling in the academic standard of our present educational system. These includes; attitudes of teachers to work, lack of seriousness

on the part of the students, effect of the dwindled economy and to some extent the increasing degenerating moral system. Despite all possible efforts put forward by various governments and voluntary agencies to curb these trends, the country is yet to witness the rise it desires to see in the educational system.

The saddest irony of it all is that we have all the teaching facilities and equipment with modern infrastructures, more qualified and experienced teachers now than we had in the past, more improved effective teaching methods and strategies and all the facilities as well as basic amenities one could need for effective learning. The worry then was, why is education falling continuously in the system today?

The researchers' interest and motivation in this topic is the fact that some students are exceptionally good in their work, while some extremely bad. When such variations in scores are traced it is more often discovered that family background is a major contributory factor. It is therefore important that the levels of such contributions and the influence they have on children

be examined so that useful suggestions to parents, teachers, educational planners and government could be made.

Orhungur (2001) asserts that the cultural background of the family is determined to a large extent by its socio-economic background. Socio economic background is a potential factor in determining the cultural background of a child. As the child grows up moves out to the interest wider society his/her interaction with it and perception of it are largely determined from her earlier, experiences at home. The family setting and its socializing influence mold the personality of the child. Nigeria, for instance is a society with diverse ethnic groups with various cultural background in areas like family size, occupation and in extreme cases, religion. These factors pose their own restrictions on educational upbringing of children. The social sitting or mode of settlement of the family and extended family system may equally influence the academic performance of a child and by extension, their educational upbringing.

Motivation is mostly needed in order to perform more efficiently in their area of endeavor. When certain factors are eminent in a child's family

background, it is clear that the child will be motivated and driven towards high academic performance.

Denga (2002) and Eyake (2006) upheld that incentives, recommendations and other forms of reward system should be employed as motivational factors to stimulate students to higher achievements. It is likely that the much a child achieves during his school days is largely dependent on the kind of family to which he/ she belongs. For instance, a child whose parents take a great deal of interest in what he/ she does at school and give him / her necessary support by providing all the required books and finances needed has a great advantage over a child whose parents do not give him this kind of incentives and encouragements.

More so, students' attitudes to learning and educational performances are shaped by the kind of stimuli offered to them by their various environments. This can be considered in terms of the type of family, the home, parental social orientation, educational level, occupation to mention but a few. It is therefore, evident that students' performance is contingent on the stimulus the home offers.

Educational upbringing is not unconnected with the family influence of a child. Individual members of the family serve as a model to the child as he/she copies from each of them. If the house fails to provide a child with the necessary equipment to fit him/her into his proper place in the society and guided properly for his/her future career, then the child is damaged (Eyake, 2006 & Adeyemi, 2009). An analysis of the percentage of secondary school dropout today entails that such students are usually from broken homes, living in polygamous family or with other socially related problems.

The agrarian and large families have accounted for the polygamous life of people. The larger the size of the family, the more economic and other social responsibilities the parents bring upon themselves. And more often than not, the educational performance of students from such family suffer serious setback. This is because such parents might not be able to afford the cost of funding education for the children.

Other factors may affect the education performance of students like separation on grounds of different working station, divorce or even natural death can bring adverse effect on the growth and development of a child.

Furthermore, economic position of parents is one of major factors that can influence greatly the educational upbringing of a child. In most families, either or none of parents may be earning income sufficient enough to sustain the family, faced with malnutrition and other emotional and psychological effects, the mental development of the child would be greatly retarded. Orhunger (2002) adds that a low income family with plenty of feeding problems may produce children whose physical and mental development poses real challenges to the school's effort at optimum development of the child.

This research work is therefore intended to explore the degree to which these factors influence the educational performance of students with a view to making useful suggestions that would help in checking the system.

Statement of the Problem

Societies all over the world strive to achieve quantitative education for her citizenry. In order to achieve this noble course, so many factors must be put into consideration. Among them is the family background of the child. The

family has a great role to play on the overall development of the child and his educational upbringing in particular.

The gap in performance between students and academic excellence constitute a great source of worry and serious concern as well as discomfiture to both parents, schools managers, policy makers and various governments responsible for the education of students' in secondary school schools.

Experience has shown that among the secondary school students' there exist some differences which influence students' academic performance, such as some students' being able to pay their school fees promptly, while others were often sent away for nonpayment of school fees, some students have problem with the provision of school uniform but others do not. Likewise, some students were motivated by their parents through the provision of educational materials like text books and exercise books, others were not, where as some students' come to school properly feed, others not. One then wonders whether influence of family background had played a in these issues.

In the light of this, the main problem of this research is to find out if there exist in Ovia North East Local Government area, a relationship between family background and the students' academic performance.

Purpose of the Study

There is no gain for any country whose educational planners and policy makers stands and watch the falling standard and steady decline of education at a given rate. They must identify the causes for such decline with a view of proffering solution to them.

This research work is set to accomplish the following objectives:

- To find out if the educational/occupational status of parents influence the academic performance of students.
- To find out whether home situation/parents' attitude influence the academic performance of students.
- To find out the influence of family size on academic performance of students.

- To find out if the school environment influences the academic performance of students.
- To find out the influence of peers on the academic performance of students.

Research Questions

For the purpose of this research work the following research questions have been formulated:

- Does parents educational/occupational status influence the academic performance of students?
- Does home situation/parents' attitude influence the academic performance of students?
- Does family size influence the academic performance of students?
- Does school environment affect the academic performance of students?
- Does peer pressure influence the academic performance of students?

Significance of the Study

The work of this nature when completed may help the parents to be aware of the effect the family has on children and how such affect the child positively or negatively in relation to their academic performance. From the available recommendations, they will be able to adopt measures of bringing up there in such a way that they will perform well academically.

Similarly, it is likely to encourage parents to make their children relatively comfortable in schools. This study also could aid children of various families to be aware and bear in mind with their parents in ability to provide them with all the necessary requirements in schools, and also sympathize with them in family problems and situations.

More so, educational and curriculum planners could be guided in planning the curriculum without rigidity to suit diverse cultural environments. In addition, the teachers would be aware that a cordial teacher parent relationship may in a way improve the influence of family background on the academic performance of a child in school.

The research of this nature is likely to help the state, nation and the world in general benefit from as adherence to the recommendations and implementation will help produce youths who would be better leaders of tomorrow.

Finally, the research when completed may add to available literature and may encourage further research on the topic.

Scope/Delimitation of the Study

It would be much demanding to undertake a complete study of the effects of family background on the academic performance of students in all the secondary schools are scattered all over the local government area and due to logistics constraint on the researcher, only five schools will be sampled, sampled schools are selected based on their metropolitan population characteristics.

The study is likely to be confined to senior secondary school (SS1) students of the selected schools. This is because (SS1) is the beginning of senior secondary school class. If family background affects students in (SS1), it is assumed that likely to affect their performances in senior secondary school

certificates examinations and even worst in their higher academic performance.

Operational Definition of Terms

As words may mean differently in different contexts, the following definitions are given as the words used as intended to be understood for the purpose of this study.

Family: Is a unit comprising of husband, wife and children.

Family Size: Is the number of people in the family.

Family System: Includes monogamy and may be nuclear or extended family. **Home Environment:** Refers to parental experience and aspirations for children, objects and material conditions in the home for comfort and also specific behavioral processes conducive to learning.

Educational Upbringing: Refers to education of children and how they perform in academics when subjected to test or examination.

Educational Status: Refers to social processes in which one achieve social competence and individual growth, carried on in a selected, controlled sitting which can be institutionalized as a school or college.

Occupational Status: Refers to a person's trade, vocation or principal means of earning living.

Socio-Economic Status: Refers to the position of recognition which one finds him in the society. Such a position may not be hereditary but acquired through personal efforts like education, wealth, occupation and social class.

Academic Performance: Is the students' achievement, scores within the class and his position relative to all those subjected the same test.

Effects: Is the result or outcome of anything whether positive or negative.

Home Situation: Is the prevailing atmosphere in the home whether violent, resentful or in disarray.

Parental Attitude: Refers to parents' disposition to respond in a characteristic way to some stimulus in their social environment. Some

responses determine the way and manner their children are brought up by them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with the review of related literatures on the study and it was conducted under the following headings

- Theoretical Framework
- Concept of family background
- Concept of academic performance
- Parents' educational/occupational status and students' academic performance.
- Home situation/parents' attitudes and students' academic performance.
- Family size and students' academic performance.
- School environment and students' academic performance.
- Summary of reviewed literature

Theoretical Framework

Stanley (2010) asserts that the socio-economic status of the family determine the type of education the child will receive from the parents and level of sophistication the child attains in habits, attitudes, and values. High income or prestige families tend to send their children to high prestige schools.

He further explained that “a low income family with plenty of feeding problems may produce children whose physical and mental development pose real challenges to the schools effort at optimum development of the child.” Commenting on this, Coleman (2015) said that the last single predictor of children’s performance in school is the child’s family standard. The assertion, according to Coleman (2015), is that it’s the family that first exposes the child to educational activities such as videos, books and many others that help educate the child.

However, some researchers have classified parents’ socio-economic status into different categories named as high, middle and low levels socio-economic statuses (Toullators, 2012). He established that, children whose

parents are well placed in the society scored substantially higher in physics than those from the lower socio-economic group.

Agreeing with this classification, Hurlock (2012) also established that children of the higher socio-economic group tend to be creative than those of the lower groups. The former, for the most part are brought up under democratic training methods, while the later are far more likely to experience authoritarian training.

Sexton (2010) in his own study said that children from poor homes are handicapped some time by the high rate of sickness and poor rate of attendance at school. He went further to say that, the type and native of home environment into environment in turn affect the child academic performance.

According to Mayard and Bankies (2008), a high socio-economic environment encourages a favorable response to school activities which eventually lead to good academic performance. This was possible since there were enough funds to help provide the necessary educational incentives. He then concluded that, poverty could exert great influence on

school performances, through malnutrition and other poor condition that could influence the child's ability to learn. The underfeeding of the child as a result of family income can affect performance in school subjects (Mayard & Bankies, 2008). He went ahead saying that, home condition such as noise, poor accommodation, poor lighting for reading and lack of educational materials adversely affect the child's performance.

Mugrave (2012) held that high income enabled parents to give the children the physics materials that money could buy. He was of the opinion that a child who lived in pleasant surroundings and was provided with educational toys, was sent to private school that have a high staffing ratio, could benefit from the resources the parents possess.

According to Krass and Panache (2011), high station parent encourage their children to receive education more frequently than do lower status parents, moreover, parents who are well to do, or are economically sound can afford to provide effective and proper education for their children. This they can do by sending their children to good schools with qualified teachers and enough teaching aids.

Most children as stated by Mayard (2018), whose parents are financially handicapped, can develop psychologically neurosis such as anxiety and stress which can lead to frustration and consequently affect their children in their performance in physics.

As reported from the study project of Wisconsin high school students by Swell (2011), the result indicates that children from upper and middle socio- economic background perform better than those students from the lower socio- economic background.

According to Adesina (2012), if home fails to provide the child with the necessary equipment to fit him into the proper place in the society, then, the future of the child is damaged. Beside that non-stimulating environment, a lack of culture and sophisticated facilities experienced by many lower social status family, also act as powerful factor that influence the educational progress of their children. The children in such situations may find themselves in a social environment that may place little or no stress on the importance of education.

Concept of Family Background

Odo (2000) defines family as a social group sharing a common residence and cooperating economically. Family has been described as the smallest, most personal and not intimate of social groups. It is the most important primary group and the smallest social unit in the society. Family can be classified into nuclear and extended family. Nuclear family is a basic form of family organization. It is made up of father (husband), mother (wife) and children. Extended family comprises of father (husband), mother (wife), children, husband's and wife's relations etc.

Family background plays a very big role in a child's life. Family background refers to all the objects, forces and conditions in the family which influences a child physically, intellectually and emotionally (Moula, 2010). Children coming from different family background are affected differently by such variations and that is why some children have good family background, while the family background of others are poor.

Fleege and Eke (2000) noted that with some families, the background may vary from time to time for the same individuals. The parents are primarily

responsible for establishing the family and exercise control over it. They are responsible for the type of family background that exists. This means that parental attitude are very important in promoting healthy family background and healthy family background is possible when parents adapts to the culturally defined role of parents to the need of the changing young generation.

Osuafor and Okonkwo (2013) sought to find out how family background of students in Anambra state, Nigeria, influences their academic achievements in senior secondary school Biology. A survey design was adopted for the study. Five hundred and forty six (546) senior secondary school two (SS2) biology students were drawn by simple random sampling from fourteen schools within Awka, Nnewi and Onitsha education zone, Anambra state. Three research questions and four hypotheses guided the study. Data were collected using a researcher constructed questionnaire and students' SS1 and SS2 school result. The results revealed that family structure, parents' occupation and educational level of parents did not have significant influence on students' achievement in biology. Based on the findings, the

paper concluded that family background did not have much influence on students' achievements in science as against what most previous studies portrayed. Researchers should therefore focus on other possible factors that contribute to students' poor performance in biology and science generally in order to find lasting solution to the problem.

Concept of Academic Performance

Achievement could be seen as something which was carried out successfully. It is a product of effort or series of efforts. Eze (2009) described achievement as something which has been accomplished successfully, especially by means of exertion, skill practice or perseverance. Ifeako (2003) regards achievement as a change in behavior exhibited at the end of a given period of time or within a given time range. Achievement test results in academics have many functions which include: to enable us determine the relative position of individual students with respect to their test performance. It also enables us obtain information on the extent to which a student has attained a criterion performance. Students, parents, teachers and the entire society are much concerned about the academic achievements of students.

Ukwuijie (2002) states that some of the purposes of academic achievements measurement are enumerated as follows:

- To determine the relative effectiveness of a program in terms of students' behavioral output.
- To identify students' growth or lack of growth in acquiring desirable knowledge, skills, attitudes and social values.
- To help teachers determine the effectiveness of their teaching technique and learning materials.
- To help motivate students to learn as they discover their progress or lack of progress in a given task.
- To encourage students to develop a sense of discipline and systematic study habit.
- To acquaint parents or guardians with their children's performance.

In summary, academic achievements measurement is very important in schools, colleges and universities. It is relevant for instructional, administrative, guidance and counselling and research purposes.

Adepoju and Oluchukwu (2011) assessed and investigated the academic performance of secondary school students in two principal subjects (English Language & Mathematics) at the Senior School Certificate Examination (SSCE) in ten secondary schools typical of urban and rural locations in five randomized local government areas of Oyo state, Nigeria between 2005 and 2007. The study employed a descriptive survey research design. An instrument titled: Students Academic Performance in English Language and Mathematics Questionnaire (SAPEMQ) was used to collect relevant data for the study. The ten secondary schools involved were selected based on simple random sampling technique and the statistical tools employed to analyze the data collected were percentages, mean scores and multiple regression. The result among other things revealed that there was a marked difference in the performance in urban and rural schools at the SSCE with impressive mean scores obtained in urban schools (Urban = 69.8, 54.4 and 60.2 in 2005, 2006 and 2007 respectively; Rural = 36.4, 24.9 and 23.8 in 2005, 2006 and 2007 respectively). The implications of the findings for educational planning and policy in Nigeria were discussed.

Parents Educational/Occupational Status and Student Academic Performance

Some of the views and comments given by educationists and researchers concerning this topic, supports the fact that the parents' educational background has an influence on the academic performance of their children. Good and Brophy (2015) remarked that, "Parents who are well educated generally value education and expect their children to become well educated perhaps better than themselves".

This desire spurs the parents to encourage their children to learn, performing better in physics examination. From the above statement, we notice that the educational awareness created in parents often influence their children's performance in physics.

Coming (2016) observe that, the higher the educational level of the parent attained, the higher the level of their aspirations as well as their children's school performance. Ogundale (2012) agreed that parents' literacy is related to children's academic performance. According to him, literate parents who know the value of education teach their children how to count

and learn names of things before going to school. This serve as a good foundation and it gives the child a greater opportunity to perform well in school subjects such as Physics.

Worth (2011) in his study, the background of gifted children is far above the average of their generation. He stated thus, in the majority of cases of gifted child's background both the parents are graduates of high school and in far most cases than in the population at large, the parents are college graduates. Despite the fact that the child's performance in school is influence by the parent educational background, the parents bear no blame as pointed out by (Shank, 2012).

Based on this, it is now clear that the disadvantaged parents do not deliberately do anything to assist their children's intellectual or mental development. The disadvantaged parent wants the same kind of things as the advantaged but lack resources and knowledge to enable them accomplish their desire.

Kraux (2011) said that there is high relationship between the educational level of the parents and educational aspirations of the children. If the

parents' educational background is low, there is every tendency that the child will not realize the usefulness of being educated which may influence his performance in physics. Backing this argument, Ryan (2013) found that parents who have little formal education are likely to be tolerant or accepting of their children being enrolled in school than uneducated parents. This then implies the education of parents is positively related to the educational performance of their children.

Idriss, Hussain & Ahmad (2020) explored the relationship between parents education and their children's academic achievements focusing on father and mother educational level for their children academic achievements. Tenth class students of government high school at district mardan constituted the population of the study. The study employed systematic random sampling technique to select students as a sample of the study. Through a self-developed questionnaire, the data were collected from the respondents of the study. The findings of the study revealed that the high education of father and mother positively contributes to their children's academic achievements. Large correlation was found between parents'

education and students' academic achievements. On the basis of the findings, the study recommended introducing adult education programs, awareness campaigns and the use of social media for community education.

Home Situation / Parents Attitudes / Students Academic Performance

The attitude parent's exhibits towards education also influence students' academic performance in school (James, 2016). Psychologists have carried out studies to show that students' performance in physics and other school subjects is influenced by their parents' attitude.

Considering the fact that favorable attitude and actions by parents are crucial for performance of their children, Douglas (2017) attempted to show that children, whose parents are interested in their educational welfare, tend to pull ahead of the rest from their inertial starting ability. His study showed that children who are encouraged in their work by their parents are advantaged in relatively high scores and this motivates them to perform well in school subjects.

Parents who have not only left their school days behind but who also lack any further desire to learn or to continue their education demonstrated to

their children, their lack of interest in education. As such, children from such parents generally score low in physics. However, parents who interact with their children in a variety of ways shows that, good performances are admired and appreciated and are likely to encourage competencies in their children. This is true when considering the fact that the amount of encouragement and interest shown by parents affect to a large extent the performance of their children.

Wikings (2014), in support of this said that how much a child performs during his school days is largely dependent to the kind of family to which he belongs. A child whose parents take great deal of interest in what he does at school and support him to take lots of creative hobbies, have great advantages on the child whose parents do not give such kind of attention. Children are overworked at home and they might become exhausted to such an extent that, they would not even think of reading their books or may be always sleeping while the lesson is going on. This shows that, parents assigning too much work for their children affect their academic performance.

Akahomen, Emuhi and Nosakhare (2012), in a study conducted in their quest on the effects of socio-economic background of parents on students' academic performance in English Language. It is within this milieu that this study examines Socio-economic factors influencing students' academic performance in Nigeria, with some explanations' from Igueben Local Government Area of Edo State. Senior secondary school year English promotion result was used. The population of the study was the entire secondary schools. A total population of 54 copies of questionnaire was administered to respondents. The study revealed that insufficient parental income, family type and lack of funding by government are factors influencing students' academic performance. Based on these findings, certain recommendations were made towards improving students' academic performance, prominent of these include proper funding of education by government, sensitization of parents towards their children education and the support of NGO's to eradicate poverty.

Umaru, Maina and Askira (2010), in their survey to investigate factors responsible for students' dropout in Borno State secondary schools, seven

(7) research questions were formulated to guide the research. The subjects used for the study consist of one hundred (100) respondents. Random sampling techniques were used. The instruments used during this study were the questionnaire and past records, simple percentage score was used to analyze the data collected. Based on the analysis, the following findings revealed that home background factors, personality of the child and school environment were responsible for the dropout syndrome. On the basis of the findings the researcher recommended among others that subject specialist teachers, administrators and all those responsible for the curriculum at secondary school level should ensure that the curriculum contents are accurately presented and systematically taught to ensure easier assimilation of knowledge and intellectual trauma.

Family Size and Students' Academic Performance

It is through the family that the child comes to make the very important identifications with social class, religion and ethnic group culture. Indeed the family influences the child's self-perception.

Frisbie (2013) asserts that the family continues to exercises a strong influence on a person throughout his life. In Nigeria, for instance, the family is the most significant group to which one is attached for his/her whole life. He adds that, the child's success or failure in life often has their roots in the family, whether be it nuclear or extended family. In Nigeria, we believe very much in the extended family and the extended family is very much involved in the training or generally upbringing of the child.

Eyake (2011) quoted Hammelwelt who argued that educational aspiration is influenced by the family size. According to his findings, boys from small family size had better chance of gaining admission into grammar school than boys from larger families. Eyake (2011), shared the words of Thomson that family size affects the educational upbringing of the child. Adding that children from small families are more likely to adopt adult values and attitudes than those from large families, parents with fewer children tend to expect more from each child than to parents with many children. From the above, it may conclude that there is a correlation between family size and educational upbringing or performance. If the size

of the family is small, it is easier to control such a family and to manage the available resources. It may also be easier to pay close attention to each member of the family than the case with larger family size.

Azumah, Adjei and Nachinaab (2017) explains family size and its effects on the investment of child education in Atonsu – Bokro. Specific issues that were critically reviewed includes: influence of large family size on school enrolment, the effect of family size on students' academic performance and whether it affects child's educational attainment. A systematic sampling technique and purposive sampling for the study was used to select houses in each street for the distribution of the questionnaires. The study targeted sample population of 120 respondents out of which 60 came from a small family and 60 from large family in the study area. Findings from the study indicated that children from large families mostly enroll late in school, perform poorly and leave school early as compared to those from small family. The result from the study revealed financial problem, lack of parental attention and poor health as the main causes. Based on the findings, it can be concluded that large families has negative

influence on children's education. Recommendations were made and among them were the need for intensive

education on population-related matters for parents and various incentives packages to families with smaller size.

School Environment and Students' Academic Performance

A student educational outcome and academic success is greatly influenced by the type of school that they attend. School factors include school structure, composition and school climate. The school one attends is the institutional environment that sets the parameters of a students' learning experience. Depending on the environment a school can either open or close the door that leads to academic achievements. Crosnoe, Johnson and Elder (2010) suggested that school sector (public or private) and class size are two important structural components of schools. Private school tends to have better funding and smaller class size than public school (Crosnoe et al 2010). The additional funding of private schools lead to better academic performance and more access to resources such as computers which have shown to enhance academic achievement. The relative social class of a

student body also affects academic performance (Eamon, 2011). Students from low socio-economic background who attend poorly funded schools do not perform as well as students from higher social classes (Eamon, 2011).

Buckingham (2010) was of the opinion that students from independent private schools are likely to achieve higher ends of school scores. While school related factors are important, there is again an indirect link to socio-economic status as private schools are more likely to have more students from high socio-economic status families, selected students with stronger academic abilities and have great financial resources.

Usaini, Abubakar, Ado and Bichi (2015) aimed to examine how school environment influence students' academic performance. The main objective of the study was to analyze how school facilities, teachers and environment significantly affect secondary school students academic performance in Kano, Nigeria. Descriptive survey research design was used in which data from 377 respondents were collected using self-administered questionnaire from four selected secondary schools within Dala. Stratified random sampling technique was used and data was

analyzed using regression analysis. The result of the study indicated that students from a school with adequate facilities, a good teacher and favorable environment perform well than those from schools with fewer facilities, unqualified teachers and less enabling environment.

Peer Influence and Students' Academic Performance

Peer group are important socialization agent. Participation in peer group activities is a primary stage development and adolescents' identities are often closely associated with that of their peers (Santor, Deanne & Kusumskur, 2000). Because peer groups are a key point of the developmental process they can have a negative effect on young people due to peer pressure and peer conformity. Higher degrees of peer pressure, which is the pressure from others to participate in certain activities and peer conformity which is the degree to which an individual adopts actions that are sanctioned by their peer group have shown to increase the likelihood of risk taking behaviors' such as substance abuse, and sexual activity (Santor et al., 2000). These risk-taking behaviors indirectly affect school performance in a negative way (Santor et al., 2000).

Howard (2004) asserted that adolescents have always been exposed to peer influence, but the kind of peer influence that they encounter has changed tremendously in the past years. Peers can influence everything from what an adolescent chooses to wear to whether or not an adolescent engages in drug related or other delinquent behavior. This is an important topic because if society and education related professionals understands the issues surrounding negative peer influence, they are more likely to prevent it and be more adequately prepared to help a teenager facing negative aspects of peer pressure.

Olalekan (2016) observed that peer group has a lot of influence on students. This is seen from the role played by the peer group in the life and learning of a child, evidence abound that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which is prone to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Katz in Olalekan (2016) wrote that the nature of a peer group determines the

impact on the motivation of and achievement of its member. He further suggests that one group may have a negative impact on its members while the other may have positive impact on its members as well.

Bankole (2015) carried out a research which was designed to examine the relationship between peer group influence and academic achievement of secondary school chemistry students in some selected secondary in Jalingo metropolis of Taraba state. The study employed a survey causal comparative research design in line with its appropriateness to the research problem. A sample of 120 students comprising of equal number of male and female students were selected randomly from three secondary schools. A peer group influence assessment questionnaire and chemistry achievement test containing 50 items was administered to the students. The data were analyzed using mean and standard deviation in answering the research question. The result from the study shows that there is significant difference between students that belong to peer group and those that do not belong to peer group on the academic achievement of chemistry. There was no significant difference between the academic achievement of male and

female chemistry students that are involved in peer group, and there is a positive and significant relationship between peer group influence and academic achievement of students in chemistry. It was therefore recommended that school authorities/teachers should pay attention towards encouraging peer group activities in schools especially in the area of group discussion.

Summary of Reviewed Literature

From the review of literature, it is apparent that family background and educational performance of students' have been seen from different perspectives. From socio-economic status of parents, it has been seen students from poorer background have worse educational attainments than parents who are well educated themselves generally value education and expect and desire students to become well educated perhaps better than themselves. Children of educated parents are naturally more intelligent than those of uneducated parents. Occupationally, parents who are unskilled workers take little interest in their children's school work, have large families and in fact lack all that needed for child's educational performances. Home situations, such as broken homes, malnutrition, and

ideal environment etc., have far-reaching effects which tend to influence educational performance. It is also noted that family size has grossly effect on child's educational performance. The larger the size of the family, the lower the child's educational abilities. This is true because the larger, the greater the responsibility.

It is interesting that so much effort had earlier been done in other places, to investigate the effect of family background on the child's educational performances.

From the empirical review of the family background on students' educational performance in school, it was understood that studies earlier carried out support the fact that family background has an adverse effect on the educational performance of students' particularly when the background in a family is negative.

This review will therefore encourage the researcher's interest in the topic especially as it has provided working tools for the work. The review would

therefore; serve as motivation and guide to the researchers' attempt in finding out the effect of the family background in the child's educational performance particularly it affects our own local environment.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter shows the research method and procedures used in carrying out this research study. The description of the procedure falls under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study was the survey method. The research design is a planned structure and strategy of investigation conceived so as to obtain answers to research questions.

Survey design required that data are typically collected through questionnaires, interview or observation of a particular time, from a sample for the purpose of describing the population represented by the sample of that particular point in time. Thus, the researcher used the survey design to ascertain whether the selected variables have any significant relationship on educational performance on students. By using this design, the researcher will sample from the population that can allow inferences from generalization to the total population.

Population of the Study

The population of the study consists of twelve (12) secondary schools in Egor Local Government Area of Edo state with a total population of seven thousand, two hundred and fifty three (7253) students (Ministry of Education,2021).

Sample and Sampling Technique

A total of 90 students would be randomly selected from the list of the three selected schools, with 30 students from each school. The selection would be done by Stratified Random Sampling Technique. This approach gives every student an equal opportunity of being chosen for the survey. The data for the selection of the students is as follows:

Table 3.1: Schools and the number of students sampled.

Name of Schools	Sample (Students)
School A	30
School B	30
School C	30
Total	90

Research Instrument

The research instrument used for data collection is a questionnaire. The questionnaire was divided into two sections. Section A covers the demographic information/personal data of the respondents while section B will contain items related to the research questions. The items will be on a

Likert scale with the response options of strongly agree, agree, disagree and strongly disagree with letters SA, A, D, SD respectively.

Validity of the Instrument

In ensuring the validity of the instrument, the contents of the questionnaire was screened and validated by the researcher and two other lecturers in the Department of CIT, Faculty of Education ensured that the questions are properly formulated. The inputs and corrections will be used to generate the final draft.

Reliability of the Instrument

To determine the reliability of the instrument, a pilot study was conducted using twenty (20) students who are not part of the sampled population as the data obtained was analyzed using the Cronbach Alpha Correlation coefficient formula and a reliability coefficient of 0.86 was obtained which indicated that the instrument was reliable.

Method of Data Collection

The questionnaire was administered to the respondents by the researcher through personal visits to the selected schools where students are sampled for the study. The questionnaire was filled and returned immediately.

Method of Data Analysis

Data collected for the study was subjected to analysis using simple percentage. The result was presented in tables to enhance quick and easy understanding. The output of the analysis will help understand the influence of family background on the academic performance of physics students.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF RESULTS

This chapter presents the data analysis and discussion of findings in the following ways,

Research Question 1: Does Parents' educational/occupational status influence the academic performance of students?

Table 4.1: Parents educational/occupational status and students' academic performance

Table 4.1: Parents educational/occupational status and students' academic performance

S/N	ITEMS	SA	A	D	SD
1.	Parents who are educated guide their children in school assignment and homework.	62 68.8%	26 28.8%	2 2.2%	-
2.	Educated parents always demand for progress report of their children to know the children's academic and social progress.	60 66.6%	26 28.8%	4 4.4%	-
3.	My parents do not assist me in studies because they are not educated.	6 6.6%	14 15.5%	33 36.6%	35 38.8%
4.	Some occupation does not give parents time to attend to their children's academic need.	38 42.2%	40 44.4%	4 4.4%	7 7.7%
Average Total		46.05%	29.4%	11.9%	11.6%

In an attempt to provide answer to the above research question, items 1 – 4 on the questionnaire were used from table 4.1, all the responses put together indicates that 29.4% agreed that Parents educational and occupational status will influence students’ academic performance while 11.9% disagreed.

Research Question 2: Does home situation/parents’ attitude influence the academic performance of students?

Table 4.2: Home situation/parents’ attitude on student’s academic performance

S/N	ITEMS	SA	A	D	SD
5.	My performance in school is high because of peaceful atmosphere at home.	42 46.6%	30 33.3%	15 16.6%	3 3.3%
6.	My home environment provides me with facility for learning.	26 28.8%	32 35.5%	21 23.3%	11 12.2%
7.	My home environment is conducive for study.	22 24.4%	30 33.3%	23 25.5%	12 13.3%
8.	I don’t have the time to read at home because I’m too busy at home.	9 9%	17 18.8%	35 38.8%	27 30%
Average Total		27.2%	30.2%	26.1%	14.7

From Table 4.2, we seek to examine the effect of home situation and parents' attitude on student's academic performance. The result shows that 30.2% of respondents agree that home situation and parents' attitude affects student's academic performance while 26.1% do not agree.

Research Question 3: Does family size influence the academic performance of students?

Table 4.3: Family size and student academic performance

S/N	ITEMS	SA	A	D	SD
9.	My parents give me adequate attention because my family size is small	23 25.5%	27 30%	28 31.1%	11 12.2%
10.	Students from small family achieve better academically than those from large family	20 22.2%	21 23.3%	24 26.6%	23 25.5%
11.	My family size is too small, so I feel lonely at home and can hardly concentrate	10 11.1%	8 8.8%	39 43.3%	32 35.5%
12.	My parents find it difficult to take care of my needs because my family is too large	12 13.3%	11 12.2%	25 27.7%	41 45.5%
Average Total		18%	19%	32.2%	30%

From Table 4.3, the study intends to find out if family size will influence student's academic performance. The result shows that 19% agree that family size can affect student academic performance whereas, 32.2% disagree that family size can affect student academic performance.

Research Question 4: Does school environment affect the academic performance of students?

Table 4.4: School environment and students' academic performance

S/N	ITEMS	SA	A	D	SD
13.	My school does not have adequate equipment for Physics practical	31 34.4%	24 26.6%	21 23.3%	14 15.5%
14.	My school environment is not conducive for learning	13 14.4%	13 14.4%	32 35.5%	29 32.2%
15.	My school is very far from home	19 21.1%	23 25.5%	26 28.8%	18 20%
16.	There is a need for more Physics teachers in my school	21 32.2%	17 18.8%	24 26.6%	20 22.2%
Average Total		26%	21%	29%	23%

From Table 4.4, we seek to verify if school environment has any impact on students' academic performance. The result indicates that 21% of respondents agreed that school environment will influence students' academic performance while 29% upheld that there will be no impact of school environment on students' academic performance.

Research Question 5: Does peer pressure influence the academic performance of students?

Table 4.5: Peer Influence and students' academic performance

S/N	ITEMS	SA	A	D	SD
17.	I study Physics because my friends encourage me to do so.	8 8.8%	5 5.5%	29 32.2%	48 53.3%
18.	My friends and I share thoughts and opinions to strengthen our knowledge	45 50%	36 40%	6 6.6%	3 3.3%
19.	I spend much time playing with my peer group	6 6.6%	20 22.2%	32 35.5%	32 35.5%
20.	My friends and I engage in school activities	43 47.7%	39 43.3%	4 4.4%	3 3.3%
Average Total		28%	27%	20%	24%

From Table 4.5, the result postulates that 27% of the respondents agree that peer influence will have an effect on a student's academic performance whereas 20% of the respondents disagree that peer influence will have an effect on a student's academic performance.

Discussion of Findings

Under this section, the findings made from the analysis of the respondents in Table 4.1 indicate that a greater number of the students which is an average of 37.7% of the students are aware that their parents' educational and occupational status is influencing their academic performance. This finding agrees with the assertion by Kraux (2011) who showed that there is a relationship between the educational level of the parents and educational aspirations of the children. Ogunlade (2012) clarified that parents' literacy is related to children's school performance. In addition, Good and Brophy (2015) remarked that parents who are well educated generally value education and expect their children to become well educated perhaps better than themselves.

Analysis of data in Table 4.2 shows that an average of 28.7% of the total respondents accepts that home situation and Parents attitude can influence a child's academic performance. This finding supports the opinion of Wikings (2014) who disclosed that how much a child performs during his school days is largely dependent to the kind of family to which he belongs. Douglas (2017) also showed that children whose parents are interested in their educational welfare, tend to pull ahead of the rest from their initial starting ability.

Table 4.3 indicates that there is no significant difference between respondents who agree that family size has an influence on a student's academic performance and respondents who disagree that family size has an influence on a student's academic performance. 18.5% agreed whereas 31.1% disagreed with the fact that family size can affect a child's performance in school. This finding endorses the quote by Eyake (2011) who opined that educational aspiration is influenced by the family size. Lacovou (2001) depicted that children from larger families are found to do worse than those than children from smaller families.

Analysis of data in Table 4.4 signifies that 23.5% of the total respondents accepts that school environment will influence student's academic performance while 26% disagree. Hence, there is no significant difference between opinion of the respondents. This finding therefore supports the outcome of the study conducted by Usaini, Abubakar, Ado and Bichi (2015) which indicated that students from a school with adequate facilities, a good teacher and favorable environment perform well than those from schools with fewer facilities, unqualified teachers and less enabling environment.

Analysis of data in Table 4.5 shows that an average of 27.5% of the total respondents agrees that peer influence will have an effect on a students' academic performance while 22% disagree. This finding justifies the statement by Katz and Olalekan (2016) who said that the nature of a peer group determines the impact on the motivation of and achievement of its member. Thus Bankole (2015) advised that school authorities/teachers should pay attention towards encouraging peer group activities in schools especially in the area of group discussion.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the entire project work while conclusions are drawn. In relation to the present findings, in this chapter useful recommendations are also made.

Summary

A study of influence of family background and academic performance of students in three secondary schools in Egor Local Government Area as related to its implication for psychological counseling was carried out by the researcher. The analysis was presented and discussed while some important observations as evident from the tables and statistically computed values are of interest in explaining the influence of family background of students. The study generally observed that family background has a significant influence on the academic performance of the child. The study revealed that differences still exist in the performance between the children of wealthy parents and vice versa. The socio-economic status of parents provide enabling environment for conducive learning. In other words, socio-economic status of parents necessitates the

assistance provided to the children as well as the basic needs of the children and the facilities available for learning. All these have great influence on the academic performance of the students in school.

Other factors or variables such as size of the family, home situation have statistically been proven that academic performance of students in school is highly dependent on them.

Conclusion

From the study carried out and presented above these observations were made from which conclusions were derived. Differences in academic performance of children are a function of differences in educational background of the parents. Due to inadequate resources, children are not provided with academic needs that could facilitate conducive learning because of poor socio-economic status of some parents. This has some effects on student's performance. Based on the above observations the following conclusions were reached:

- i. There exists a difference between the academic performance of students from educated and non-educated parents.

ii. The socio-economic status (wealth) of parents influence the academic performance of the children

iii. Family size and home situation are determining factors for children development and as such they affect the academic performance of the students also.

Recommendations

The investigation of family background as it affects academic performance of students was carried out though limited by several factors such as time constraint for field works, unavailability of money to cover the cost. It is based on this backdrop, therefore, that further research is required. However, the following are recommendations based on this study:

i. Parents should shun the temptation of giving all their time to their jobs and other activities to the detriment of their children. They should rather put attention to their children's welfare and academic progress to encourage them to perform better in school.

ii. Policy makers should ensure that findings of researches on educational development are able to achieve desired goals. More so, efforts

are to be made to educate our populace on the relevance of educating their children so as to improve the academic performance of their children.

iii. School administrators should encourage the establishment of Parent's Teachers association (PTA), as a forum for both Parents' and Teachers to discuss the academic progress of their children. Another forum should also be created for parents, students and teachers to further enhance interactions.

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**APPENDIX
QUESTIONNAIRE**

**DEPARTMENT OF PHYSICS
EDUCATION FACULTY OF
EDUCATION
UNIVERSITY OF BENIN**

**INFLUENCE OF FAMILY BACKGROUND ON THE
ACADEMIC PERFORMANCE OF PHYSICS STUDENTS -
EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

Dear Respondent,

I am conducting a survey on the above title. The results will be of great help and beneficial to understanding the influence of family background on the academic performance of physics students. Any obtained information through this research will remain confidential and the identity of participants will be restricted to this study. Your assistance will be highly appreciated if you could spare a few minutes of your time to complete this questionnaire.

Researcher: **Obazee Uwayemwen Precious**

SECTION A

General Information of Respondent

Please write or tick where necessary.

1. Name of School

2. Class

3. Gender (a) Male [] (b) Female []

SECTION B

The following (items 1-20) are situations that can influence the academic performance of physics students. Please evaluate how important these circumstances are based on your personal experience. Please tick as appropriate.

S N	Parents educational/occupational status and students' academic performance	SA	A	D	SD
1.	Parents who are educated guide their children in school assignment and homework				
2.	Educated parents always demand for progress report of their children to know the children's academic and social progress				
3.	My parents do not assist me in studies because they are not educated				
4.	Some occupation does not give parents time to attend to their children' academic need				
	Home situation/parents' attitude on student's academic performance	SA	A	D	SD
5.	My performance in school is high because of peaceful atmosphere at home				
6.	My home environment provides me with facility for learning				

7.	My home environment is conducive enough for study				
8.	I don't have the time to read at home because I'm too busy at home				
	Family size and student academic performance	SA	A	D	SD
9.	My parents give me adequate attention because my family size is small				
10.	Students from small family achieve better academically than those from large family				
11.	My family size is too small, so I feel lonely at home and can hardly concentrate				
12.	My parents find it difficult to take care of my needs because my family is too large				
	School environment and students' academic performance	SA	A	D	SD
13.	My school does not have adequate equipment for physics practical				
14.	My school environment is not conducive enough for learning				
15.	My school is very far from my home				
16.	There is a need for more physics teachers in my school				
	Peer influence and students' academic performance	SA	A	D	SD
17.	I study physics because my friends encourage me to do so				
18.	My friends and I share thoughts and opinions to strengthen our knowledge				
19.	I spend much time playing with my peer group				
20.	My friends and I engage in school activities				