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Teachers' perception on the influence of family type on pupils' academic performance

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Abstract: The study focused on the Teachers 'perception on the influence of family type on pupils' academic performance. The study adopted descriptive survey method of research design. Two private school and two public school were randomly selected to participate in the study. One validated and reliability tested research instrument titled 'questionnaire on teachers' perception on the influence of family type's (QTPIFT) was used. The reliability index of QTPIFT was determined using Pearson Product Moment Correlation (PPMC). Three research hypotheses were formulated and tested at a standard level of significance with an Analysis of variance (ANOVA). The findings indicated that respondents unanimously disagreed to the influence of family types on pupil's academic performance. However, there was no significant difference in teachers' perception on the influence of family types on pupils' academic performance based on gender. Based on the findings, it was concluded that the respondents unanimously disagreed to the influence of family types on pupil's academic performance. Based on the conclusion, it was recommended that the family should show adequate care and motivation for the pupils in order to improve their academic performance.

Keyword: *Teachers' perception, School type, Gender.*

1. INTRODUCTION

Family is the first social environment the child finds his/herself. Family remains the primary environment of the child. Family environment has more chances of increasing or decreasing the intellectual achievement of the child. Family is defined as a primary social group of parents, offspring and possibly other members of the household. A family is a group of one or more parents and their children living together as a unit. Family, a group of persons united by the ties of marriage, blood, or adoption, constituting a single household and interacting with each other. Family members are those who share a place of residence, or who are related through blood ties or legal contracts. According to burgess and locke (2021), a family is a group of person united by consisting of a single household: interacting and intercommunicating with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture. Family, a group of persons united by ties of marriage, blood, or adoption, constituting a single household and interacting with each other in their respective social positions, usually those of spouses' parents, children's and siblings. The family group should distinguish from a household, which may include boarders and roomers sharing a common residence. It should also be different from a kindred [which also concerns blood lines], because a kindred may be divided into several households. Frequently the family is not differentiated from the marriage pair, but the essence of the family group is the parent-child relationship, which may be absent from many marriage pairs. According to Karl Marx (1982) 'the family was already absent among the proletariat, Marx and his co-author friedrich Engels wrote and among the bourgeoisie, the family was a mere "money relation". Most importantly Marx said that communism would ensure that children would be educated by the state and not by their parents. Family is a group of person's united by ties of marriage, blood or adoption, constituting a single household and interacting with each other in their respective social positions, usually those of spouses, parents, children, and siblings. Family is one of the integral parts of human beings. A family and he parents means to have a man, his wife, his kids living together. A sociologist defined family as a socially recognized group of two or more individuals joined by kinship (adoption, blood, fictive kin, or marriage). Functionalism sees the

family as an institution constituting a basic building block of society, performing certain functions that must be fulfilled for social order to be possible and society to continue. Family background refers to all the conditions and the circumstances in the family which influence the child physically, intellectually and emotionally. Muola (2010). Children from different family background are affected differently by such family conditions that is why some children have good family background while some have poor family background. A family could also be categorized as extended or nuclear. Eggen and Kauchak 2001) the perception of teaching professions helps teachers to gain meaning and to understanding the different aspects, experiences, roles, responsibilities and practices from their professional activity. Perception means perceiving objects in the environment, this can be related to classroom situation: "teachers' perception" this is the process whereby teachers view or judge his students through observation and experience. Teacher should realize that their perception and misperceptions can positively and negatively shape their expectations for students. This, in turn, can influence pupils' performance in the classroom. As research has shown, when teachers have high expectations, pupils are more likely to demonstrate high academic performance.

Gender, which encompasses the set of qualities that differentiate femininity and masculinity, including biological sex is a variable of interest in this study. Several studies Adigun, John and Yusuf (2015) investigated the relationship between student's gender and academic performance in computer science in New Bussa, Borgu local government of Niger state. Questionnaire which consist of 30 multiple-choice items drawn from Senior School Certificate Examination past questions as set by the West Africa Examination Council in 2014 multiple choice past question was used as the research instrument consist. The questionnaire was administered to 275 students from both private and public schools in the study area. The students' responses were marked and scored, afterward analyzed using independent t-test. The results of the study showed that even though the male students had slightly better performance compared to the female students, it was not significant, but have yielded conflicting results, justifying the inclusion of gender as a variable in this study.

Similarly, school type is also considered a moderator variable. Public schools are established and funded by the government and are not influenced by private interest groups or organizations, while private schools are controlled by individuals or groups of people (Babatunde, 2019). Previous research (Aransi, 2018; Kumwenda *et al*., 2018; Awodun & Oyeniyi, 2018) on the effect of school type on academic achievement has produced inconsistent and contradictory findings, warranting the need to include school-type as a moderator variable in this study.

Teachers 'perception on the influence of family type on pupils' academic performance. Furthermore, empirical studies have been carried out on the Teachers 'perception on the influence of family type at secondary and tertiary levels of education but none of these studies was carried out to examine the Teachers 'perception on the influence of family type on pupils' academic performance. Hence, it is against this background that this study investigated the Teachers 'perception on the influence of family type on pupils' academic performance in Ilorin, Kwara State. Research Hypotheses are

(i) Ho1: There is no significant difference in teachers' perception on the influence of family types on pupils' academic performance based on gender.

(ii) Ho2: There is no significant difference in teachers' perception on the influence of family types on the academic performance of pupils based on qualification.

(iii) Ho3: There is no significant difference in teachers' perception on the influence of family types on pupils' academic performance based on school type.

2. METHODS

The study adopted a descriptive survey research design. A simple random sampling technique was used to select two (2) public and private primary schools in the Ilorin West Local Government Area of Kwara State. All private and public teachers' in each of the selected schools were involved in the study. The research instrument used in the study was the researchers' designed achievement test titled 'questionnaire on teachers' perception on the influence of family types' (QTPIFT). The Instrument provided information about respondents' perception on the influence of family types. The instrument is divided into two (2) sections. Section A and B, section A is designed to get demographic data like school type while section B seeks to elicit data on teacher perception on the influence of family types on pupils academic performance, it also consists of ten (20) items to measure the teachers perception on the influence of family types, and the questionnaire on teachers' perception on the influence of family type's (QTPIFT) were given to lecturers in the Department of Early Childhood and Primary Education, Kwara State University who validated the instrument. To establish the reliability of the (QTPIFT), the test-retest method was used.

The test was administered twice, with an interval of two weeks, to 40 teachers' in another location who were not part of the study. Data from the two administrations were correlated using Pearson Product Moment Correlation (PPMC) and the reliability coefficient was established at .949. The study lasted for 8 weeks and data collected were analyzed using Analysis of variance (ANOVA).

3. RESULTS AND DISCUSSION

Table 1: Respondents based on Gender

Gender	Frequency	Percentage
Male	99	47.1%
Female	111	52.9%
Total	**210**	**100 %**

Table 1 data shows the distribution of respondents based on gender. 99 of the respondents representing 47.1% were male, while 111 of the respondents, representing 52.9% were female. It is apparent that female were more in number than male.

Table 2: Respondents based on Teachers qualification

Gender	Frequency	Percentage
NCE	76	36.2%
B.ED.	119	56.7%
M.ED	13	7.1%
Total	**210**	**100 %**

Table 2 data shows the distribution of respondents based on teacher's qualification. 76 of the respondents representing 36.2% have NCE, 119 of the respondents, representing 56.7% have B.ED., while 13 of the respondents representing 7.1% have M.ED. It is apparent that respondents who have B.ED were more in numbers.

Table 3: Respondents based on School type

Gender	Frequency	Percentage
Private	122	58.1%
Public	88	41.9%
Total	**210**	**100 %**

Table 1 data shows the distribution of respondents based on school type. 122 of the respondents representing 58.1% were private school teachers, while 88 of the respondents representing 41.9% were public school teachers. It is apparent private school teachers were more in number

SECTION B: Answering research questions

Research Question One: What is the teacher's perception of the influence of family types on pupils' academic performance?

Table 4: Teachers perception of the influence of family types on pupils' academic performance

S/N	Teachers Perception	Mean	SD	Remark
1	Pupils' from nuclear family perform better than pupils from extended family.	2.29	2.91	**Disagreed**
2	Pupils' from extended family perform better than pupils from nuclear family.	2.43	2.95	**Disagreed**
3	Do children from nuclear family focus entirely on academic work while at home	2.13	0.96	**Disagreed**
4	Do children from extended family focus entirely on academic work while at home.	2.06	1.05	**Disagreed**
5	Pupils' from nuclear family associate and socialize better in school.	1.98	1.02	**Disagreed**
6	Pupils' from extended family associate and socialize better in school.	2.07	1.10	**Disagreed**
7	Pupils' from nuclear family are provided with adequate materials to ensure effective learning.	2.01	1.04	**Disagreed**
8	Pupils' from extended family are provided with adequate materials to ensure effective learning.	2.20	1.17	**Disagreed**

9	Pupils' from nuclear family are more creative.	2.02	1.08	**Disagreed**
10	Pupils' from extended family are more creative.	1.98	1.08	**Disagreed**
11	Pupils' from nuclear family are guided by parents/guidance while doing their school activities.	1.95	1.31	**Disagreed**
12	Pupils' from extended family are guided by parents/guidance while doing their school activities.	2.09	1.10	**Disagreed**
13	Children from nuclear family performance are checked regularly by parents/guidance.	2.02	1.02	**Disagreed**
14	Children from extended family performance are checked regularly by parents/guidance.	2.03	1.11	**Disagreed**
15	Pupils from nuclear family have more academic performance.	1.97	1.04	**Disagreed**
16	Pupils from extended family have more academic performance.	2.13	1.15	**Disagreed**
17	Pupils from nuclear family have education opportunities.	2.05	1.07	**Disagreed**
18	Pupils from extended family have education opportunities.	2.14	1.17	**Disagreed**
19	Pupils from nuclear family participate more in group discussion than extended family.	2.06	1.11	**Disagreed**
20	Pupils from extended family participate more in group discussion than nuclear family.	2.04	1.06	**Disagreed**
	Weighted Mean	**2.08**	**1.27**	**Disagreed**

Decision rule: 2.50 - above (Agreed)

2.49 – below (Disagreed)

Analysis of data in table 4 shows the mean and standard deviation of responses on Teachers perception of the influence of family types on pupil's academic performance. The table revealed that the respondents unanimously disagreed to the influence of family types on pupil's academic performance. The respondents disagreed that; Pupils' from nuclear family perform better than pupils from extended family, pupils' from extended family perform better

than pupils from nuclear family, children from nuclear family focus entirely on academic work while at home, children from extended family focus entirely on academic work while at home, pupils' from nuclear family associate and socialize better in school e.t.c. with mean scores ranging from 1.95 to 2.43. Also, all the twenty items have standard deviation ranges from 0.96 to 2.95.

Overall, data in table 4 shows a calculated weighted average mean and standard deviation of 2.08 and 1.27 which means the respondents disagreed to all the constructs. (Mean = 2.08 SD = 1.27).

SECTION C: Testing Hypotheses

Ho1: There is no significant difference in teachers' perception of the influence of family types on pupils' academic performance based on gender.

Table 5: Summary of t-test Analysis on the significant difference in teachers' perception of the influence of family types on pupils academic performance based on gender.

Gender	N	Mean	Std. Deviation	t	df	Sig.	Remark
Male	99	40.78	8.522	-1.342	208	.181	Not Significant
Female	111	42.41	9.086				

Data in Table 5 shows the significant difference in teachers' perception of the influence of family types on pupils' academic performance based on gender. The finding revealed that there was no significant difference (t = -1.342; df = 208; P > 0.05). The hypothesis was therefore not rejected in the light of the result since the significant value is greater than 0.05. This implies that there was no significant difference in teachers' perception of the influence of family types on pupils academic performance based on gender.

Ho2: There is no significant difference in teachers' perception of the influence of family types on the academic performance of pupils based on qualification

Table 6: Summary of Analysis of Variance (ANOVA) showing significant difference in teachers' perception of the influence of family types on the academic performance of pupils based on qualification

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	106.382	2	53.191			
Within Groups	16231.832	207	78.415	.678	.509	Not rejected
Total	16338.214	209				

The results of analysis of variance as presented in Table 6 revealed that, the calculated value of F was .678($F_{2,209}$=.678) and observed probability value is .509, which is greater than the fixed probability value of 0.05(P>0.05). This indicated that, the null hypothesis, which stated that, there is no significant difference in teachers' perception of the influence of family types on the academic performance of pupils based on qualification is therefore not rejected. This implied that, there was no significant difference in teachers' perception of the influence of family types on the academic performance of pupils based on qualification. In the light of the result, there is no significant difference in teachers' perception of the influence of family types on the academic performance of pupils based on qualification.

Ho3: There is no significant difference in teachers' perception of the influence of family types on pupils' academic performance based on gender.

Table 7: Summary of t-test Analysis on the significant difference in teachers' perception of the influence of family types on pupils academic performance based on school type.

School type	N	Mean	Std. Deviation	t	df	Sig.	Remark
Private	122	41.98	8.485	.590	208	.556	Not Significant
Public	87	41.24	9.381				

Data in Table 7 shows the significant difference in teachers' perception of the influence of family types on pupils' academic performance based on school type. The finding revealed that there was no significant difference (t = .590; df = 208; P > 0.05). The hypothesis was therefore not rejected in the light of the result since the significant value is greater than 0.05. This implies that there was no significant difference in teachers' perception of the influence of family types on pupils' academic performance based on school type.

The findings of the study revealed that the respondents unanimously disagreed to the influence of family types on pupil's academic performance in Ilorin west local government area of kwara state. This was supported by Samuel (2018) study who investigated the effect of family structure on the academic performance of children, the finding of this study provided evidence that family structure indicated no significant effects on academic performance of children. There is no significant difference in teachers' perception on the influence of family types on pupil's academic performance based on gender. This was supported by Hafees Tosin PHD (2023) who investigated the Influence of Teacher-Parent Communication on Pupils' Academic Performance in Ilorin East Local Government Area, Kwara State, his findings revealed that Parent-teacher communication significantly influenced pupils' academic performance. This was also supported by Hafees Tosin et al,(2022) who investigated Pre-Primary School Teachers' and Classroom Characteristics Towards The Attainment of the Objectives of Policy Documents in Early Childhood Education in North Central, Nigeria. This was supported by Aina (2013) study who investigated analysis of gender performance in physics in colleges of education, the paper employed descriptive survey study of male and female performance in physics in four Colleges of Education in Kwara state, Nigeria. There is no significant difference in teachers' perception on the influence of family types on the academic performance of pupils based on school type. This was supported by Harrison (2021) study who investigated the influence of family types on the academic performance of students. Florence (2022) study who investigated teachers' perception of the causes and prevalence of gender based violence among primary school pupils' in ifelodun local government area of kwara state, her result revealed that; There was no significant difference in the perception of primary school teachers on the prevalence of Gender Based Violence among pupils in Ifelodun Local Government Area of Kwara State based on working experience.

4. CONCLUSION

Based on the findings of the study, it can be concluded that there is no significant difference in teachers' perception on the influence of family types on pupils' academic performance based on gender, there is no significant difference in teachers' perception on the influence of family types on the academic performance of pupils based on qualification, there is no significant difference in teachers' perception on the influence of family types on pupils' academic performance based on school type

.5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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