



## Family Instability as a Predictor of Academic Performance Among Secondary School Students in Oshodi/Isolo Local Government Area of Lagos State, Nigeria

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### Abstract

The research investigated Family instability as a predictor of academic achievement of secondary school students. survey research design of expo-facto type was used for the study. A total of 200 participants were randomly sampled for the study. Data were collected with self-developed family instability questionnaire, while the students' scores in mathematics and English were used as academic achievement data. The reliability of the instrument was measured through pilot testing and Cronbach's alpha test was employed to check the consistency and accuracy of the measurement scale. A reliability coefficient of 0.73 was obtained, which indicates that the items in the instrument measured similar concept. Three hypotheses were raised and tested at 0.05 level of significance. The data were analyzed using Pearson product moment statistics method. The result of the analysis showed a significant relationship between family instability and academic achievement of secondary school students (junior, senior). On the basis of the findings it was recommended among others that that couples should avail themselves of the services of marriage counselors in the resolution of marital disputes.

**Keywords:** Family Instability, Academic performance, Students

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### Introduction

The impact of family on the success of a child cannot be over emphasized, because the family plays cogent role in the life of a child generally. The child needs support from the family in order to achieve his aim and get successful in life. In the education of a child he or she needs the support of the family in terms of getting adequate and necessary working materials in the school, the child needs peace to be emotionally stable so as to concentrate on learning and thereby achieve success academically, an enabling domestic environment to operate and plan his /her life adequately and so on is paramount. But the type of family that will provide this support in all areas will be a stable family. A child brought up in an emotionally tense home that is characterized by constant marital or family conflict will not be able to concentrate on

learning which will affect drastically the academic performance of the child at school. Instability means the direct opposite of stability. An unstable family is one where members do not accept each other's shortcomings, do not understand, and do not appreciate the contribution of each member, is not ready to assist, unforgivable and do not think on how to see the progress of each member or the entire family. It is the complete state of disunity, chaos, anarchy and confusion, capable of changing at any time. Structurally, a family can be broken into two types; stable (intact) and unstable (broken) family. Childhood is the phase where parents' experiences are believed to exert their most significant and salient influences.

Students' academic performance refers to students' achievement in the topic taught base on the stated objectives. The use of appropriate



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teaching method by the teacher helps to achieve this goal. Edinyang (2012) defined academic performance as the outcome of education which reveals the extent to which a student, teacher or institution have achieved their educational goals.

A very unstable family has little or no time for playing parental roles, thus leading to the reductions in the amount of time parents spend monitoring school work, supervising their children and reductions in parent-child communication. This is often accompanied by increase in truancy and more negative attitudes towards school as exhibited by the adolescent. From the foregoing constant research on family instability and academic performance of students becomes necessary and important venture. It is in the light of this that the researchers carried out a study to investigate family instability as a predictor of academic performance among secondary school students in Oshodi/Isolo local government area of Lagos State. A number of past studies revealed that children and adolescents showed a high potential of family stability or instability behavior problems, particularly when they became victims of conflicts in their family environment.

Research posits that student's schooling level or their class level has a remarkable effect on them when faced with family instability (Omoniyi-Oyafunke, 2014). Empirical studies have shown relationship between family instability and academic performance of students. Oladele, Kazeem & Akintayo (2014) conducted a study to investigate the influence of parental instability on the academic achievement of senior secondary school students in Ibadan North Local Government Area of Oyo State, Nigeria. The result showed that parents' attitudes towards their children's education had significant effect(s) on students' self-reporting of academic achievement.

Onesto & Kaselema (2015) investigated the influence of home environment on students' academic performance in the selected secondary schools in Arusha Municipality. The results revealed that there was no direct relationship between home environment and students' academic performance in schools.

Benjamin (2014) carried out a research to investigate the influence of parental involvement on academic performance of public mixed day secondary school students in Kuresoi Nakuru Country, Kenya education level. The finding of this study revealed that parental involvement in education did not significantly influence students' academic performance in Kuresoi district. Egunsola (2014) studied the influence of home environment on academic performance of secondary school students in Agricultural science in Adamawa State, Nigeria. The results showed that parental educational qualification ( $r = 0.73$ ), occupation ( $r = 0.71$ ), and home location ( $r = 0.73$ ) were highly correlated with students' academic performance while parental economic status (income and affluence) have moderate correlation ( $r = 0.60$ ) but all the independent variables have significant influence on students' performances in Agricultural science at the secondary school.

Nyandwi (2014) in a study assess factors that influence the academic performance of students of selected schools in Sumbawanga Districts, Tanzania. Results reveal low parents' income, shortage of laboratory and long walking distances to schools were found to have significant influence on the poor academic performance of the students at  $p < 0.05$ . Other factors that were found to influence poor academic performance included lack of English language competence, inadequate teaching and learning materials, inadequate number of teachers and unavailability of library facilities. The performance of secondary school students was therefore, found to drop every year mainly due to schools and home based factors.

Moses, Fredrick & Clare (2014) carried out a study an evaluation on determinants of parental participation in implementation of academic projects in Muhoroni secondary school Kisumu County, Kenya. Results revealed that family characteristics, social instability, parental valuation of education, students' characteristics and school perception were core determinants of parental participation in implementation of school improvement projects.

Oyetakin (2014) carried out a study to examine family structure and students' academic performance with a major focus on the



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comparative analysis of children raised by grandparents and single parentage in Lagos State Senior Secondary Schools. The study revealed that no significant difference existed between the academic performance of students from single parents and those from two parent families ( $t_{cal.276} < t_{tab} 1.96$  at  $p > 0.05$ ). Alternatively, the result of study carried out by Essien (2020) revealed that family stability has significant influence on the academic performance of tertiary institution students. The result of study by Akinleke (2017) showed that the academic performance of students from the two types of family (single and two parents) is different. The calculated t-table value (1.96) was less than the t-cal value (4.63) at 0.05 significance level and 238 degree of freedom. Akinleke (2017) therefore concluded that the implication of this was that students from two parent families performed better than those from single parent families. Also Peter (2016), confirmed that there is significant good positive relationship between two parent structure and academic performance of students.

### Statement of the problem

An unstable family will not be able to create an enabling environment for the child to do well in his education. A child experiencing family instability may not be emotionally stable to concentrate on studies. Again, a child that is brought up in an emotionally tense matrimonial home that is characterized by constant marital and family conflict will not be able to perform well academically because he/she will not concentrate on learning. It is on the basis of this that this study is investigating family instability as a predictor of academic performance of secondary school students.

### Purpose of the study

The major purpose of this study is to investigate significant relationship between family instability and academic performance of secondary school students in Oshodi/Isolo local government area of Lagos state. Specifically, this study aimed at finding if:

- i. there is significant relationship between family instability and academic performance of Junior secondary school students

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- ii. there is significant relationship between family instability and academic performance of senior secondary school students.

### Hypotheses of the study

The following Null hypotheses were formulated:

- i. There is no significance relationship between family instability and academic performance of secondary school students.
- ii. There is no significance relationship between the family instability and academic performance of senior secondary school student.
- iii. There is no significance relationship between the family instability and academic performance of junior secondary school students.

### Methodology

The study adopts survey research method of ex-post facto type as the research design. Survey method is relevant in this study in order to measure the opinion of the participants on the issue related to family instability and academic performance. A five-point scale likert was adopted for the questionnaires which was used to measure participants' opinion on issues relating to family instability while secondary data used for the study were students' scores in mathematics and English language to measure their academic performance. The secondary data was restricted to mathematics and English language scores because the two subjects are compulsory subjects which all students at every secondary level must offer. The population for the study comprised of secondary school students in Oshodi/Isolo Local Government Area of Lagos State. Random sampling method was used to select ten (10) secondary schools while 20 students were randomly selected from each school totaling two hundred 200 secondary school students. Among the participants there were 119 junior secondary school students, while the senior secondary school students were 81 in number.

The data for the study was collected with the use of questionnaire administration. The questionnaire was structured into two parts. The first part focused on the demographic features of the participants. The second part



comprises of items on family instability issues. The questionnaire was designed by the researcher which was validated by three experts in marital counseling. The reliability of the instrument was measured through pilot testing and Cronbach’s statistical tool was employed to check the consistency and accuracy of the measurement scale. A reliability coefficient of 0.73 was obtained, which indicates that the items in the instrument measured family instability. The questionnaire was administered personally by the researchers to the participants in the selected schools, with the permission of the school management. A total of two hundred and twenty questionnaires were administered while two hundred copies were completed and returned. The completed questionnaires were

collected and collated for data analysis. Pearson’s product moment statistics was used to analyze the data at 0.05 level of significance.

### Results

This section of the report presents the results obtained from the analysis of the generated data. This is done in hypothesis by hypothesis format. It is done with the aid of fully labeled tables for clearer illustration. The explanation of the content of each of the tables is put immediately after it.

#### Hypothesis One

There is no significant relationship between family instability and academic achievement among students.

**Table 1: Correlation between Family Instability and Academic Achievement of Students**

Variable	No	Mean	S.D	Df	r. calc.	r. critical	Probability
Family Instability	200	44.60	9.43	398	-0.63	0.2	0.05**
Academic Achievement	200	50.66	13.06				

\*\* (Significant at 0.05 critical region)

The table shows the result obtained from testing hypothesis one. From the table, it is shown that r. calculated = -0.63, degree of freedom = 398 and r. critical = 0.2. Since r. calculated (-0.63) is greater than r. critical (0.2), the hypothesis is rejected. Thus, there is significant relationship

between family instability and academic achievement among students.

#### Hypothesis Two

There is no significant relationship between family instability and academic achievement among junior students.

**Table 2: Correlation between Family Instability and Junior Secondary School Students Academic Achievement**

Variable	No	Mean	S.D	Df	r. calc.	r. critical	Probability
Family Instability	119	44.71	9.49	236	-0.52	0.2	0.05**
Academic Achievement	119	50.40	13.03				

\*\* (Significant at 0.05 critical region)

The table shows the result obtained from testing hypothesis two. From the table, it is shown that r. calculated = -0.52, degree of freedom = 236 and r. critical = 0.2. Since r. calculated (-0.52) is greater than r. critical (0.2), the hypothesis is rejected. Thus, there is significant relationship

between family instability and academic achievement among junior students

#### Hypothesis Three

There is no significant relationship between family instability and academic achievement among senior students.



**Table 3: Correlation between Family Instability and Senior Secondary School Students Academic Achievement**

Variable	No	Mean	S.D	Df	r. calc.	r. critical	Probability
Family Instability	81	44.43	9.49	160	-0.51	0.2	0.05**
Academic Achievement	81	51.02	13.18				

\*\* (Significant at 0.05 critical region)

The table shows the result obtained from testing hypothesis three. From the table, it is shown that  $r$ . calculated = -0.51, degree of freedom = 160 and  $r$ . critical = 0.2. Since  $r$ . calculated (-

- Findings of this study:
- i. There is significant relationship between family instability and academic performance among secondary school students.
  - ii. There is significant relationship between family instability and academic performance among junior secondary school students.
  - iii. There is significant relationship between family instability and academic performance among senior secondary school students.

### Discussion of Findings

The finding revealed that at a critical region of 0.2 which is lesser than the significant level of 0.63 there is significant relationship between family instability and academic achievement among students. This finding from the study concurs with existing literature on family instability and academic performance. Oladele, Kazeem & Akintayo (2014) conducted a study to investigate the influence of parental instability on the academic achievement of senior secondary school students in Ibadan North Local Government Area of Oyo State, Nigeria. The result showed that parents' attitudes towards their children's education had significant effect(s) on students' self-reporting of academic achievement. Adesehinwa (2013) reported effect of family type and poor funding on students' academic achievement; Ogbemudia and Aiasa (2013) reported lack of good home foundation for pupils as cause of poor performance by students

Furthermore, on the hypothesis tested on family instability and academic performance of JSS students showed that there is a significant relationship. The findings from this hypothesis

(-0.51) is greater than  $r$ . critical (0.2), the hypothesis is rejected. Thus, there is significant relationship between family instability and academic achievement among senior students in line with existing works on family instability and academic performance. Egunsola (2014) studied the influence of home environment on academic performance of secondary school students in Agricultural science in Adamawa State, Nigeria. The results showed that parental educational qualification ( $r = 0.73$ ), occupation ( $r = 0.71$ ), and home location ( $r = 0.73$ ) were highly correlated with students' academic performance while parental economic status (income and affluence) have moderate correlation ( $r = 0.60$ ) but all the independent variables have significant influence on students' performances in Agricultural science at the secondary school. However, it is related to the present study as both are interested in finding out the influence of family instability factors on student academic outcome. But the finding of other studies revealed different result from this study. For example, Onesto & Kaselema (2015) investigated the influence of home environment on students' academic performance in the selected secondary schools in Arusha Municipality. The results revealed that there was no direct relationship between home environment and students' academic performance in schools.

Lastly, the hypothesis tested on family instability and academic performance of SSS students showed that there is a significant relationship. The findings from this hypothesis corroborates previous works on family instability and academic performance as Oyetakin (2014) carried out a study to examine family structure and students' academic performance with a major focus on the comparative analysis of children raised by grandparents and single parentage in Lagos State Senior Secondary Schools. The study



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revealed that no significant difference existed between the academic performance of students from single parents and those from two parent families ( $t_{cal.276} < t_{tab} 1.96$  at  $p > 0.05$ ). This study is related to the present study in that it is geared towards exploring how home environmental factors influence students' academic performance. Also, Akinleke (2017) concluded that students from two parent families performed better than those from single parent families.

### Conclusion

This study underscores the need for the consideration of the influence of family instability on academic performance. The significance of studying the relationship between family instability and academic performance cannot be over emphasized. Given the prevalence of poor academic performance among students, this study aids educationists and government education administrators to target intervention programs to those most in need of counseling to help them academically. This would improve the general academic performance of students and reduce the incidence of mass failures in schools especially as it concerns students of Secondary Schools. A reduction in the number of students with poor academic standing would bring about a seasoned and competent student population that can contribute meaningfully to the development of the country. Also, there would be a competent work force to drive the economy of the country and bring about the economic development the country desperately needs.

### Recommendations

In the light of the findings of this study, the following recommendations are made;

1. Couples should avail themselves of the services of marriage counselors in the resolution of marital disputes. This would help them resolve disputes and differences amicably without threatening the stability of the home front. Marriage counselors are specially trained to deal with issues of marital dispute and they can help couples resolve dispute and differences that could otherwise lead to marital instability.

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2. Families should be encouraged to make the home a conducive environment for children to freely express themselves and be open to correction. The home environment should not be made hostile and unfriendly to children as this could make them become withdrawn seek solace in friends who could lure them into delinquent acts. This would give children the opportunity to express themselves would also help to be confident and assertive among their peers and make them not to have inferiority complex among their peers.
3. Parents should be encouraged to have the number of children they can adequately cater for. This would enable them provide for their basic needs and prevent them from taking to delinquent acts like stealing or moving with bad company to meet their needs. It would also prevent them from putting undue pressure on their children with regards to working to make ends meet, thus giving them time to focus on their studies and do well academically.

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