



RESEARCH ARTICLE

Socio-Demographic Influence on Students: Achievements In Literature In English In Nigerian Secondary Schools

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ABSTRACT

The study aimed at investigating socio demographic influence on students' achievements in Literature in English in Nigerian secondary schools. Three hundred and twenty (320) students were used as samples but 317 responses were collected. Results showed that students from monogamy family structure performed better than those from polygamy, single parents and guardian parents' structure. Also, gender did not have much significant influence on students' achievements in Literature in English in experimental and control groups. Teaching methods had significant influence on students' achievements in Literature in English in the experimental and control groups.

Key words: demographic, monogamy, polygamy, single parent

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INTRODUCTION

The crucial role that socio demographic traits play in the educational success of a child cannot be overemphasized. Home is the nucleus of the society and it is the first contact of the child. It provides the first impression which may last through the whole of the child's life. However, the background of the child refers to the immediate environments that the child finds him/herself. The physical and psychological conditions that a child finds him/herself could have influence in his/her educational success. Such conditions include; size of the family, monogamy, polygamy, single parent and guardian parent family structure. There is no iota of doubt that the size and type of the family could have influence on the educational success of a child. It is also obvious that educational success of a child is directly related to his environment and learning facilities just as good and conducive environment with adequate learning facilities could have influence on educational attainments of a child. Osunloye, (2008) opines that family background plays an important role in students; educational attainment Desmond (2009) defines family as a group of people who live together with their Kith and Kins usually under one head and care for one another. Therefore, the family is an agent that has the potentials of bringing up individuals with sound psychological and intellectual minds when adequate provisions and supports are given. But when the family fails to give necessary supports, it may have influence in child's educational success.

Literature -in- English one of the core subjects that students in arts and humanities department are expected to offer at senior secondary school level. As a matter of fact, it is a prerequisite for admission into institutions of higher learning for any student who may want to study law, English or any related course. The failure rate of students in this subjects especially in external examinations conducted by West African Examination Council (WAEC) and National Examination Council (NECO) over the years is a source of worry to parents, stakeholders and government. Tenibiaje (2009) asserts that poor academic performance of students were recorded both at the secondary and tertiary levels of education in Nigeria. Hence, there is need to proffer solution to it as students are hindered admission as a result of their failure in this subject.

PURPOSE OF STUDY

The purpose of the study was to find out whether size and type of the family could have significant influence on the educational success of the students taught with three methods of teaching and their control group, vis a vis collaborative method, discussion-question method and Activity method of teaching while the control group were exposed to conventional method of teaching.

HYPOTHESES

1. There is no significant difference in the type of family of students and their educational success in Literature in English in the experimental and control groups
2. There is no significant difference in the number of children in the family and their educational success in Literature in English in the experimental and control groups
3. There is no significant difference in the attitude of male and female students in Literature in English in the experimental and control groups

METHODOLOGY

Design:

The research design employed for the study was pre-test, post-test quasi experimental design of Campbell and Stanley (1966). There were three experimental and one control groups.

The design is shown graphically below:

Experimental Group 1 O₁ X₁ O₂ (Collaborative method)

Experimental Group 2 O₃ X₂ O₄ (Discussion-questioning method)

Experimental Group 3 O₅ X₃ O₆ (Activity method)

Control Group O₇ - O₈ (Control group)

X₁ = treatment 1 (Collaborative method)

X₂ = treatment 2 (Discussion-question method)

X₃ = treatment 3 (Activity method)

- = Conventional method (Control)

Population:

The population for the study were all senior secondary school 2 Students in Ondo State. The state has eighteen Local Governments Areas of three hundred and Two Government schools.

Sample and Sampling Technique:

A total of 320 Senior Secondary School two (SS2) students were selected using stratified random sampling technique of two Local Government Areas of Ondo West and Ondo –East Local Governments. A total of eight schools were selected for the study. Four schools were selected from each Local Government Area. However, 317 students completed the study with 79 respondents in group 1, 79 in group 2, 80 in group 3 and 79 in control group.

Research Instruments:

Tests were administered to determine students' educational success on both experimental and control groups while questionnaire was also administered to elicit information on students' socio-demographic which include their family size and type of family the respondents came from. Two schools each were selected as experimental groups 1, 2, 3 & control groups respectively. Pretest was administered to both experimental and control groups and treatments were given to only experimental groups for a period of six week after which posttest was administered to both groups to determine their level of educational success

Data Analysis:

Data collected were subjected to descriptive analyses using percentage, mean, standard deviation and graph.

RESULT

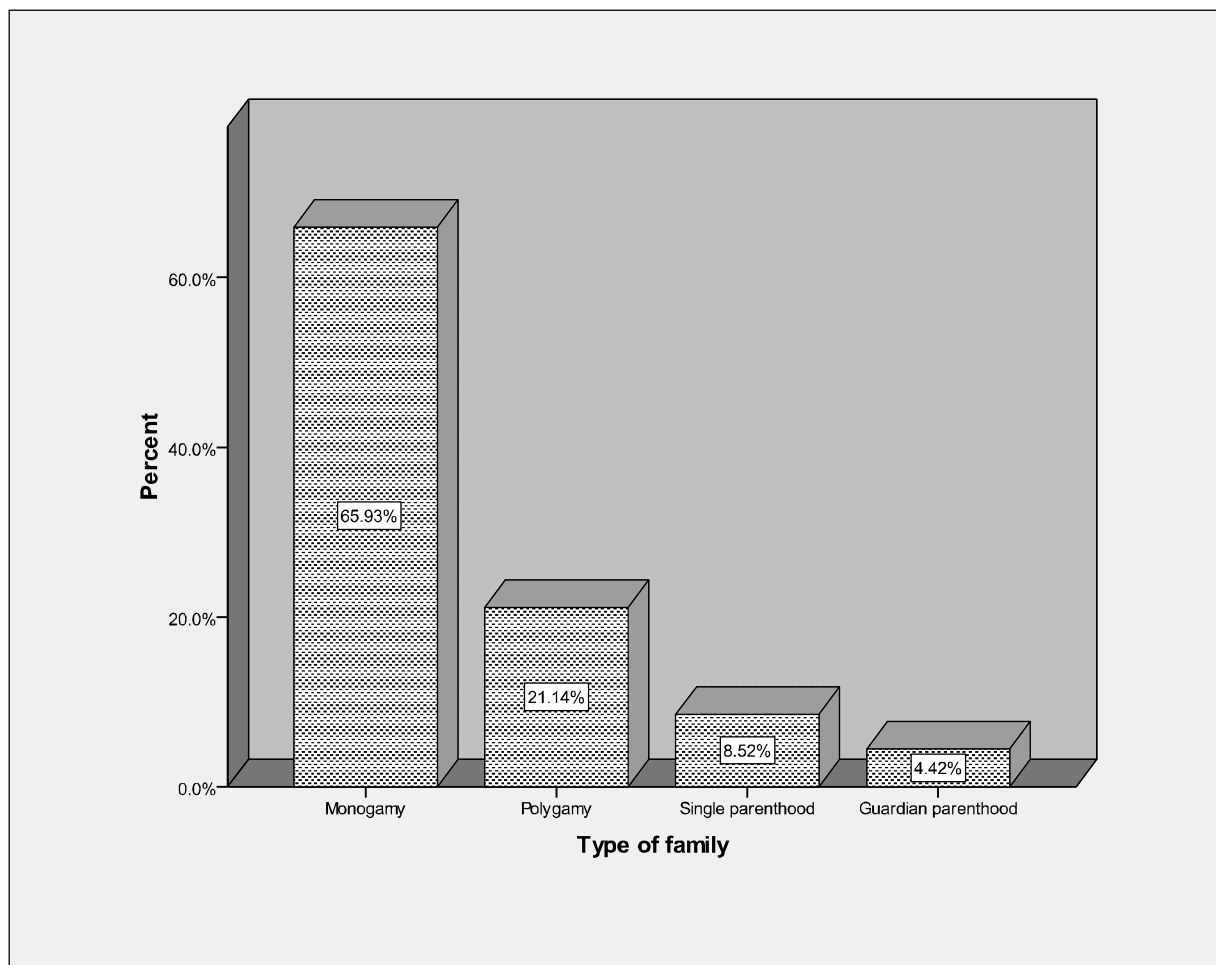
Data in Table 1 showed the distribution of respondents according to family type in experimental and control groups. The analysis indicated that monogamy was the most predominant family type

209(65.9%) while guardian parenthood represented the least 14(4.4%). Polygamy and single parenthood were 21.1% and 8.5% respectively.

Table1: Effect of type of family of students and their achievements in Literature in English in the experimental and control groups

Variable	Teaching Methods								Total	
	Collaborative		Discussion-question		Activity		Control			
	N	%	N	%	N	%	N	%	N	%
Type of family										
Monogamy	52	65.8	51	64.6	53	77.5	53	67.1	209	65.9
Polygamy	17	21.5	17	17.7	18	22.5	18	22.8	67	21.1
Single parenthood	8	10.1	7	8.9	7	8.8	5	6.3	27	8.5
Guardian parenthood	2	2.5	7	8.9	2	2.5	3	3.8	14	4.4

Fig. 1: A bar chart showing the percentage distribution of students by type of family.

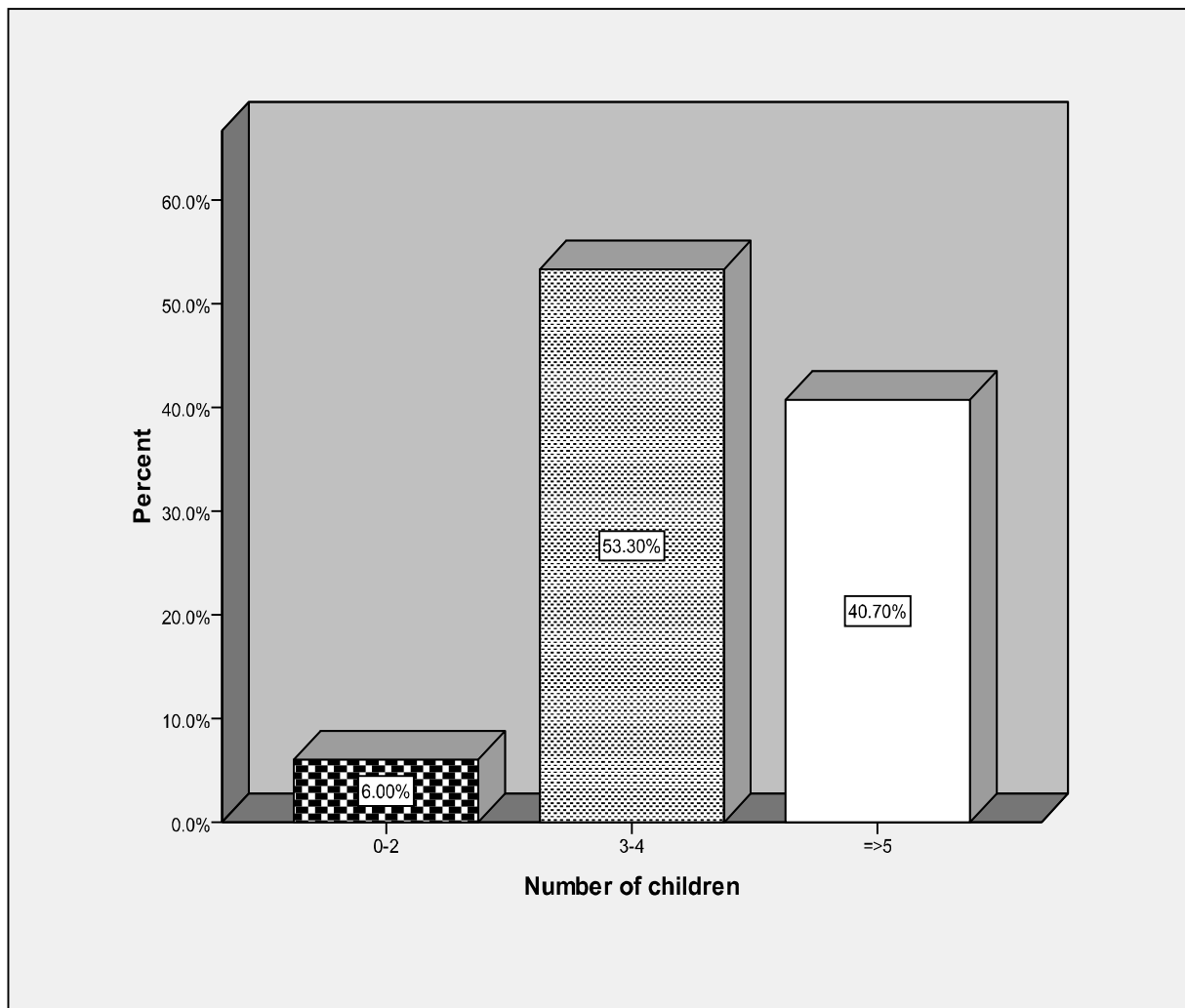


Data in Table 2 showed the distribution of respondents according to family type in experimental and control groups. The analysis indicated that monogamy was the most predominant family type (78.2%), while polygamy represented only 21.8%.

Table 2: Effect of number of children in the family on students' achievements in Literature in English in the experimental and control groups

Variable	Teaching Methods								Total	
	Collaborative		Discussion-question		Activity		Control			
	N	%	N	%	N	%	N	%	N	%
Number of children in the family										
0-2	8	42.1	6	31.6	3	15.8	2	10.5	19	6
3-4	46	27.2	51	30.2	39	23.1	33	19.5	169	53.3
5->	25	19.4	22	17.1	38	29.5	44	34.1	129	40.7

Fig. 2: A bar chart showing the percentage distribution of students by number of children in the family



There is no significant difference in the attitude of male and female students in the experimental and control groups.

Table 3: Mean post test attitude scores of students according to gender and teaching methods

Dependent variable: Post test score Teaching methods	Gender	N	Mean	Std. Deviation
Collaborative	Female	44	59.25	8.57
	Male	35	57.11	7.03
	Total	79	58.30	7.95
Discussion-question	Female	41	48.39	13.25
	Male	38	52.42	11.85
	Total	79	50.33	12.68
Activity	Female	32	57.13	12.00
	Male	48	53.63	7.53
	Total	80	55.03	9.66
Control	Female	42	51.57	14.58
	Male	37	57.73	12.21
	Total	79	54.46	13.79
Total	Female	159	53.99	12.93
	Male	158	55.07	9.99
	Total	317	54.53	11.56

The descriptive statistics of the mean scores of male and female students in attitude posttest in the experimental and control groups are revealed in Table 3. The results indicated that the male and female students performed better in collaborative ($M = 58.30$, $SD = 7.95$) than in discussion-question ($M = 50.33$, $SD = 12.68$). The activity and conventional teaching methods showed mean scores of ($M = 55.03$, $SD = 9.66$) and ($M = 54.46$, $SD = 13.79$) respectively. Table 3 indicated that there were slight differences in the means of the post attitude scores of male and female students across treatment groups. This implied that irrespective of the groups (experimental and control) students belong their attitude to reading comprehension did not vary significantly across gender.

DISCUSSION

Findings indicated that 209(65.9%) of the respondents were from monogamous families, 67(21.1%) from polygamous homes, 27(8.5%) from single parents and 14(4.4%) were living with guardians. This is an indication that a higher percentage of the respondent could possibly receive necessary educational supports that could enhance their educational achievements. However, the performance of students from single parents family structure could be as a result of their family background as Nwachuckwu (1998) asserted that single parent families are more constrained in ensuring adequate financial resources to meet their children's learning needs. Nzewunwah(1995) declared that life in a single parent family could be traumatic and children brought up in such family structure often suffer some emotional problems while those raised in two-parent family structure are often stable emotionally.

Table 2 also revealed the effects of number of children in the family on students' educational success as only 19(6%) respondents claimed to have two children, 169(53.3%) respondents were from a family of four children and 129(40.7%), from a family five or more children. The implication is that parents having more than two children may not be able to give adequate educational supports that could influence their children's educational success as Literature in English requires both intensive and extensive reading to achieve success in it.

The result in Table 3 revealed that male and female students in collaborative method performed better ($M=58.30, SD=7.95$) than those in discussion-question ($M=50.33, SD=12.68$). The Activity and Control groups showed mean scores of ($M=55.03, SD=9.06$) and ($M=54.46, SD=13.79$) respectively. This implied that irrespective of the groups (experimental and control) students belong, their attitude to Literature in English did not vary significantly across gender.

CONCLUSION

Based on the data analyses and interpretations of results, the following conclusion were made
Students from monogamous family background performed better in literature in English than those from polygamous, single and guardian parents' background
Students who were from family of few children perform better in literature in English than those from large number of children in their family
Gender did not have significant influence in the mean post test attitude score of students in literature in English in the experimental and control groups but the methods of teaching

RECOMMENDATIONS

Parents are encouraged to embrace monogamy type of family as it could enable them to jointly make concerted efforts in giving adequate supports towards the educational achievements of their children

Parents are also encouraged to have family size they can cater for

Teachers should endeavour to employ good methods of teaching that could engender students attitude and better performance in literature in English

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