



Research Article

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Influence of Family Background on the Academic Performance of Married Female Students in Clothing and Textiles in Nigeria's Universities

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Abstract

The study aimed at finding the influence of the family on the academic performance of married female students in Nigeria's tertiary institutions. The study was guided by three research questions and three hypotheses. The population of the study was 176 Clothing and Textiles students in public universities South-South States, Nigeria. The sample size was 58 respondents that are married, selected through purposive sampling technique. Questionnaire was used to elicit responses from the respondents. The records of students' raw scores were used to score performance. Data were analysed using mean, regression and ANOVA. Findings showed that the married female students perform their family roles. Their marital roles and family size did not influence their academic performance but their socioeconomic status did. It was recommended that families should provide needed learning materials for married female students for better academic performance.

Keywords: Family Background; Academic Background; Married Female Students; Universities

1. Introduction

The family has its origin from creation as the oldest human institution. The family has been described by sociologist as though the smallest unit but most important within the societal setting. The family is the basic force that creates social structure, the most fundamental group that made up the society (Usman, 2002). The coherence is owed to a chain of relational ties, which are usually biological, social and economic in nature. As such, family as an agent of socialization which is responsible in developing the individual's right attitude intellectually, morally and in character as well as determines relationships with others in life (Nweke, Ihejirika & Deebom, 2018; Aliyu, 2016). Family has determining environment for what its member grows to become in future as it provides protection, emotional support, care, intimacy, procreation and transmitting values (United Nations, 1992). The environment that surrounds upbringing and development includes background of the family.

Family background is the surrounding situations and conditions that influence and determines one's actions and inactions in the society (Mpiluka, 2014). These family circumstances determine the physical, emotional and intellectual attitudes at any point in time. According to Usman (2002), about 83% of Nigerian women were not educated in the eighties but now more women are getting into tertiary institutions to study various courses, graduating with degrees (Bachelet, 2011). Rise in women education is prompted by yearning to raise their participation in labour force to improve status, income and reduce level of poverty (International Labour Organization, 2016). No wonder Wai-ye (2005)

emphasized education as a means through which women can empower themselves. It is of note that educated women make better mothers, they are able to understand, appreciate and perform their family values (Maduwesi, 2001). Though higher education of women is superficial but on the other hand can be detrimental to women's domestic roles fulfilment in the family if not cautious. Clothing and Textiles provides learners with knowledge, understanding and practically prepares and equips them with needed competencies and skills in textiles production, clothing construction, maintenance and sales. It furnishes the learners with notable skills that can make them useful and self reliant (Arubayi, 2010). It does not prepare students only for teaching but also for skills mastery.

In the past, women who went to school did so before they got married. However, married women in school had to contend with the critical challenge of managing the demands of the family and educational pursuit with the attendant spill over effects. The inter change or 'activity spill over' between role domains suggest that career and family lives are entangled, imposing role conflict to the woman in areas of housekeeping, washing, fetching water, shopping, mothering and academics (Osia, 2005). The extent to which women's marital behaviour influences her performance in school activities cannot be over emphasized.

Massive change that have taken place within the family and the society include an increase in female enrolment and the situation has assumed an irreversible trend. Since raising children and taking care of the home place some demand on women, it is expected that a student who combines these roles with schooling will face the herculean task of role conflicts with implication for academic performance. The family roles of the students are crucial as they have to contend between family roles and quest for achievement in school. The family being a serious institution that does not only requires the attention of the female students but also influences their performance (Osia, 2005). The dual career challenge in which the students pursue their family obligations is not in their favour.

Family background is determined by family social economic status, family size and type, educational background, among others. Family socio economic status involves the amount of monetary resource available to meet the student's needs. This influences their behaviour, life aspiration and goal (Ojo & Yilma, 2010). Family size is linked to married students' academic performance such that it determines the amount of care and attention members receive (Nweke et al, 2018). The academic and family demands faced by married student impact on performance in schools (Usman, 2002). Most of them find it difficult to reconcile their marital roles and academic activities which require commitment. It is anticipated therefore that these students would experience higher role conflict which are not favourable for academic work. For the students to perform well in class, she needs to have the diligence, determination and perseverance to scale over the hurdles in front of her while in school. Their participation in school often times results in role conflicts which influence their academic performance, thus corroborating the view of Kearn (2000) who posited that student's marital roles are instrumental to their academic performance.

Studies have shown that finance, nature of subject and attitude of students affect the poor academic performance of students in Home Economics, Agriculture science and even other discipline like (Oladokun, 2012; Imonikebe, 2002; Olueh, 2012). It has been found that students from the high socio-economic background has some advantages over the less privileged school mates as far as academic development and performance are concerned (Okonmah, 2000; Li & Qui, 2018). Ojo & Yalima (2010) showed that students from low socio-economic background perform poorly in school due to lack of adequate school materials for learning. Family size of a married female student can make or mar the realization of her ability and potentials. Another study family size is positively related to academic conflicts suffered by the students in the school (Nweke et al, 2018). Basically, academics pose difficulties and stress on the single students let alone the married who are not caring for only their personal academic problems but face the challenges of meeting the large family demands. Osia (2005) found stress and responsibilities on student mother negatively related academic accomplishment and practicability in academics.

The influence of family on most women academics are sometimes hidden behind a natural facade erected on the highly publicized achievement of a few exceptional women, some of whom deny the

existence of obstacles in their path. Many of these studies examined academic achievements of primary and secondary students and not of married female students in tertiary institutions. Therefore, this study tries to find out influence of family background on the academic performance of married female students in Nigeria's tertiary institutions. Specifically, the study determined the extent to which family roles, socio-economic status and family size influence academic performance of married female students in Nigeria's universities. In addition, these hypotheses were tested.

2. Hypotheses

1. There is no significant relationship between family roles and the academic performance of married female students in Clothing and textiles.
2. There is no significant difference in the academic performance of married female students of different socio-economic status,
3. There is no significant difference between the academic performances of married female students of different family size in Nigeria's universities.

3. Methods and Materials

The research design of this study is descriptive survey method. The population size for the study was 176 Clothing and textiles students in the six public universities (Regular and Part-time programmes) in south-south states Nigeria (Edo, Delta, River and Akwa-Ibom States) for 2018/2019 academic session.

Sample size for the study was 58 respondents selected through purposive sampling technique across educational levels. The respondents selected were married female students, within 22 years to 40 years of age, resident off campus and living with husband. They were selected because they engage in practical classes.

Structured questionnaire was developed from study purpose and related literature reviewed. The questionnaire contains the demographic information of the students and thirty-two (32) items that addressed the study hypotheses to elicit response from the respondents on marital/family role performance, socio-economic status and family size. Each item has four points rating scale of strongly involved (SI), moderately involved (ML), involved (I), never involved (NT) and strongly agreed (SA), agreed (A), disagreed (D), strongly disagreed (SD). Questionnaire has part of the items used by Oladokun (2012) to index socio-economic status based on occupation, education, types of housing, material possessions among others. The instrument was face validated by three Clothing and Textiles lecturers. A pilot test was carried out using 20 students not included in the sample. A coefficient of 0.87 was obtained using Cronbach Alpha formula for reliability.

All the 58 copies of questionnaires administered were filled and returned with help of research assistants. Mean and standard deviation were used to analyse the research question. A mean of 2.50 was taken as a cut off point for the items. Any item with a mean of 2.50 or about is regarded as strongly agreed/strongly involved 2.00 - 2.49 is moderately involved/agreed 0.1 - 1.9 is not involved/strongly disagreed.

The 2018/2019 students raw scores in Clothing and textiles were used to obtain the grade point average (GPA) which were used for the analysis. The students' responses to the marital/family role performance and the data were analysed with the aid of the computer.

Multiple regression analysis was used to determine the influence of marital/family roles on academic performance. Univariate statistics was used to find the influence of socio-economic status and family size on students' performance where F-ratio obtained was significant, post hoc test using Scheffe test of comparison means was applied. The significance level used was 0.05.

4. Result

From the analysis of data, the following results were obtained from the responses of the respondents.

Table 1: Respondent Mean scores on the family roles of married female students

| S/No | Items | Mean | SD | Decision |
|------|---|------|------|----------|
| 1. | Give financial support to the family members | 1.81 | 1.07 | NI |
| 2. | Giving protection to family members. | 2.50 | 1.89 | SI |
| 3. | Providing discipline. | 2.00 | 1.20 | MI |
| 4. | Showing love to the family. | 3.04 | 1.08 | SI |
| 5. | Procreation of children. | 4.54 | 1.92 | SI |
| 6. | Giving training to the family members. | 2.80 | 1.51 | SI |
| 7. | Giving emotional support to the family members. | 1.83 | 1.01 | NI |
| 8. | Providing education to the family members. | 3.86 | 1.21 | SI |

Key: SI =Strongly Involved, NI = Never Involved, MI = Moderately Involved.

From Table 1 result shows that all the family roles of the female students have mean above 2.50 except items 1 and 7. This shows that the married female students are strongly involved in the performance of their family roles, except providing financial and emotional support which they are never involved.

Hypothesis 1: There is no significant relationship between family roles and the academic performance of married female students.

Table 2: Multiple Regression Analysis summary table with academic performance as criteria coefficients

| Model | Unstandardized Coefficients | | Standardized coefficients | t | Sign |
|--|-----------------------------|----------------|---------------------------|--------|------|
| | B | Standard Error | Beta | | |
| Constant | 46.776 | 3.312 | | 14.123 | .000 |
| Preparation of meals | -.221 | 1.577 | -.019 | -.140 | .889 |
| Cleaning the house | 1.760 | 1.486 | .158 | 1.184 | .239 |
| Shopping for the family | -.985 | 1.482 | -.097 | -.664 | .508 |
| Washing for the family | 2.095 | 1.670 | .197 | 1.254 | .213 |
| Fetching water | -1.603 | 1.300 | 1.160 | -1.234 | .220 |
| Caring for the family | .991 | 1.588 | .088 | .624 | .534 |
| Procreation of children | .268 | 1.261 | -.031 | -.212 | .832 |
| Financial management in the family | .947 | 1.3% | .087 | .678 | .109 |
| Sex role to husband | -.770 | 1.290 | -.880 | -.597 | .552 |
| Discipline for the children | 1648 | 1.882 | .156 | .875 | .383 |
| Showing love to family members | -.311 | 2.257 | -.024 | -.138 | .891 |
| Giving emotional support to family members | -.168 | 1.877 | -.013 | -.090 | .929 |
| Showing intimacy to family members | .295 | 1.573 | .018 | -.130 | .897 |
| Giving training to family members | 161 | 1.680 | .016 | .0% | .924 |
| Giving protection to family members | -.529 | 1.215 | -.016 | -.435 | .664 |

5. Dependent Variable: Academic performance

A critical examination of the Beta weight in the above table for each of the independent variables showed that the highest were 0.197 washing for the family, 0.158 cleaning the house while 0.156 discipline for the children. The t - value of the constant which was 14.123 was significant at .000. None of t-value was significant.

Hypothesis 2: There is no significant difference between academic performance of married female students of different socio- economic status.

Table 3: ANOVA summary table of effects on academic performance

| Source | Type in sum of square | | Mean square | F | Sign |
|------------------------------------|-----------------------|-----|-------------|---------|------|
| Correct model | 1477.549a | 7 | 211.078 | 1.847 | .086 |
| Intercept | 60411.350 | 1 | 60411.350 | 528.564 | .000 |
| Socio-economic status* Family size | 891.213 | 2 | 445.607 | 3.899 | .023 |
| Error | 11857.915 | 102 | 114.293 | | |
| Total | 293865.000 | 110 | | | |
| Correct Total | 13135.464 | 109 | | | |

R square =.12 (adjusted R. squared .052)

From Table 3 the sum of squares of the socio-economic status was 819.213, the mean square was 445.607, the obtained f - value was 3.899 significant at 0.05 level of significance. Thus, there is socio-economic effect on performance.

Hypothesis 3: There is no significant difference between the academic performances of married female students of different family size in Nigeria’s tertiary institutions.

From Table 3 the sum of squares of family size was 495.617, the mean square was 247.809 and f-value was 2.168 not significant at 0.05 level of significance.

6. Discussion of Findings

Finding shows that all the married female students perform all their family roles except providing financial and emotional support which they are never involved in. This finding revealed that the women are strongly involved in performing their family roles. This is not surprising since these family roles are the areas where the women are expected to function for the joy, happiness and peace of the family. This finding is in line with Osia, 2005, Anene-Okeakwa, 2010 who found that mothers are custodians, nurturers and trainers of children who occupy a strategic central position in determining the quality of life for the household. She is the oil mat lubricates the edge of the house, looks after the home, a manager, teacher, care for the in-laws with multiple role overload performance (Ogbene, 2015). Though finding shows they are not able to give financial and emotional support to the family, this could be as a result of the fact that they are students, so do not earn money and the much academic activities do not permit time to show emotional support. They are over stressed with academic activities and return from school tired without any time to show love, care or give emotional support family members subjecting them to neglect (Usman, 2002; Osia, 2005; Ogbene, 2015). This subjects families to much neglect which provokes anxiety for their homes.

Finding shows that none of the family roles has significant relationship with academic performance of students. This finding is in contrast with that of, Usman (2002); Chukwuma(2005) who asserted that academics and family demands faced by students’ impact on their performance in school. Axelrod (1999) noted that higher education in Bangladesh is considered superfluous but detrimental to performance of women’s domestic roles. It could have been expected that family roles which include cooking, cleaning, washing among others would influence academic performance, since the family roles of the students contend with quest for achievement in school. The finding of this study must have emanated from the fact that there are women in the class who are not likely to be committed to home chores since they may employ the services of house-help labour saving devices to do this work.

Finding shows that socio-economic status influences academic performance of the students. This finding is in line with that of Ogbugo-Ololue (2016); Oladokun (2012); Olueh (2012); Azubiike (2005); Mbah (2005), which revealed that students from high socio-economic background achieve significantly higher than those of low socio-economic background. Nweke et al. (2018) found that family socio-economic status to high extent influence academic achievement in school. This is because students from low socioeconomic status family have a lot of inhibiting factors affecting their achievement but

these factors seem not to be in operation with students from high socio-economic status family. It has been observed that students from low socio-economic group often are hurt which influence members social, emotional, intellectual development and training, thus experience academic failures and dropouts more in school (Muthoni, 2013). Hence, the socio-economic level of the family continues to emerge in various studies as the principal factor in determining the adolescent and the adults' school achievement.

Finding shows that family size does not influence academic performance of students. This finding is in contrast with Ebong (2015); Nweke, et al. (2018) which revealed that family size is positively related to academic conflicts suffered by the students in the school. This finding may be because most of these students live in urban and semi-urban locality, where they keep their children in day-care centres and schools till evening. Corroborating this view Kearn (2000) stressed a positive relationship between a level of urbanization and student's achievement. It could also be that they employ the services of house-helps/nannies who help in keeping the home, while the student mothers have time for academic work and perform well. In this regard Ogbene (2015) noted that when women are given adequate helping hand in their domestic chores, they have enough time for study and academic work which increase performance.

7. Conclusion

Based on the results of their study, the following conclusions were made: that the married female students in tertiary institutions are involved in performing their family roles except giving financial and emotional support to the family. These family roles and family size do not influence the academic performance of students, but socio-economic status does.

8. Recommendation

The following recommendations were made based on findings of the study. (1) Family members should understand the problem faced by their members in school in combining roles and be ready to help them. (2) The women should be able to plan their work at and in the school as much as possible to avoid role conflict, which can hamper their academic performance. (3) Families should provide adequate school materials to the students to enable them perform well, be developed, empowered and increased family economic base for survival.

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