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Impact of Marital Status and Family Size on Academic Achievement of Students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria

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Abstract:

The study examined the impact of marital status and family size on academic achievement of NCE students of Umar Suleiman College of education Gashua, Yobe State, Nigeria. Two objectives were stated for this study, to examine the impact of marital status on the academic achievement of students of Umar Suleiman Colleges of Education Gashua, Yobe State. To examine the impact of family size on academic achievement of students of Umar Suleiman Colleges of Education Gashua, Yobe State. Two research questions and two hypotheses were formulated to guide the study. The study adopted ex-post facto research design. The study population was one thousand seven hundred and fifty six (1,756) students, comprising different categories of students; married and unmarried, males and females from different family size was respectively. The sample size was 306 and that was drawn from the table provided by research advisors (2006). Questionnaire was used as instrument for data collection and the instrument was named; marital status on academic achievement and family size on academic achievement questionnaire (MASFASAA-Q). The instrument has two (2) sections. Section A and B. Section A consists of items designed to seek background information on respondents like; gender, age, and level while second section B, consists of twenty (20) items on; marital status and family size of students and academic achievement respectively. The items in the questionnaire were based on 5-point Likert scale. The study findings revealed that married and single students differ in academic achievement as married students achieved higher than their singles counterparts. The study recommendations were offered both for practice and for further studies.

Keywords: Marital status, family size and academic achievement

1. Introduction

The overall objective of every teaching-learning interaction is to bring about harmonious development of the individual and acquisition of desired knowledge, values and skills to enable him/her function in a particular way. The outcome of successful acquisition of knowledge and skills in the three domains cognitive, affective and psychomotor domains are measured through series of tests or examinations after a period of instructions and it is referred to as academic achievement. It is also described as the outcome of education, that is the extent to which a student, teacher or institution have achieved their educational goals (Gishiwa 2018). These positive developments bring about permanent positive changes in the behaviour of the students and signifying that learning has taken place (Mukhtar 2018). Achieving higher academic performance has been an area of concern to all stakeholders in education sector. Most parents have desire over their children to do well in schools in order to have higher academic achievements. Students on their own also make tremendous efforts to achieve higher in their courses of study. Some of the measures taken by the students to enhance their performance especially in higher institutions of learning like include; group reading and discussions, spending part of their day in the library to study and staying long at night for reading their notes etc.

Education is one of the major linchpins for the well-being of the society in all dimensions; economically, socially and politically as well as technologically. It is for this reason that much importance is attached to its acquisition at all times and at different levels. Thus, a person's education is closely linked to his/her life chances, income and well-being (Battle & Lewis, 2002 in Mbare & Ngumi 2017). Education is provided at various levels and one of the Teacher training programme is Nigeria Certificate in Education (NCE). The NCE programme is rigorous and demands adequate time and attention on the side of students taking into cognizance the number of courses being offered, nature of lectures and intensity of the training. Students that take part in such programme include married students with many children and unmarried ones as well as those that come from nuclear family and extended family. The demand for NCE teachers training programme necessitate students to remain focus so that they can be able to achieve satisfactory academic points required for further education and employment.

Based on the experience of over one decade as lecturers, we have observed that substantial number of married students coming to pursue NCE programme have high marital responsibilities. To this category of students, combining marital responsibility and academic tasks requires more efforts, commitment and dedication for them to perform well

academically. However, little is known empirically regarding what impact does marital status has on academic performance of this calibre of students.

Besides that, it has equally been observed that apart from marital responsibility, some students tend to have large family size with two or more wives plus a number of children and this is so because of the religious and cultural orientations. In the same way not much has been done in the study area regarding the impact of family size over students' academic achievement. This among other reasons also constitutes the need for this research.

Marital status refers to the state of being together as a husband and a wife (Oxford Advanced Learners Dictionary, 2002). Marital status is also explained as the personal status of each individual in relation to the marriage law or custom of a country. It is also seen as the position of an individual which can be single, married, widow, separated, divorcee or divorced (United Nation, 2013 in Kumbo, 2013). Marital status is described as a demographic parameter indicating a person's status with respect to marriage, divorce, widowhood, or singleness, etc. (Gishiwa, 2018).

Family size generally refers to the total number of individuals living in a particular family, from a demographic perspective; it refers to the number of children born to a woman at a point in time. Family size in this context refers to the total number of children in the child's family in addition to the child himself. However, the family type that a child comes from either monogamous or polygamous family usually has impact on the child's academic performance. It is important to note that either of the family type (monogamous or polygamous) family dictates the size of the family. Polygamous family is peculiar to Africa in general and Nigeria in particular, the data collected revealed that polygamous family is common among well-educated family as well as among poorly educated people. It is equally among professional and managerial fathers of the top of the occupational hierarchy. Most families in the study area are polygamous in nature and this has both positive and negative influence on students' academic achievement.

Academic achievement is defined as a measure of knowledge gained in formal education usually indicated by test scores, grade point average and degree. Here the academic achievement level of the student is judge by the marks that the student has scored in quarterly examinations (Lawrence, 2012). Academic achievement at any point is a cumulative function of current and prior family, community and school experiences. It is an alternative focus on the determinants of the rate of learning over specific time or period. Hanushek, 1971 and Recarda, 2015 in Mbursa (2011) defined it as success, learning and performance outcomes, affective, cognitive and psychomotor domains. Academic achievement further means the level of success individuals have attained through the process of schooling. This study seeks to examine the impact of marital status of students and their family size of NCE students on academic achievement of students of Umar Suleiman Colleges of Education Gashua in Yobe State.

One of the objectives of this study is to find out the impact of marital status on the academic achievement of Students of Umar Suleiman colleges of education Gashua, Yobe State. Umar (2014) conducted a research on the impact of domestic responsibilities on the academic achievement of married women in College of Education, Azare. He used descriptive survey because it could permit the study of a small sample and later generalize the findings to the whole population. Disproportionate stratified random sampling technique was used in the selection of sample for the study. Questionnaire was used to collect data for the study. In addition, researcher also used students result records obtained from academic record office to further see if there is variation in the academic achievement of students based on marital status. Frequencies and simple percentages were used to organize data. The result of the study showed that; married women in tertiary institutions never find it easy in combining academic and domestic activities together at the same time, because their domestic work over burden them, thereby making it difficult for them to do well in their academic pursuit. The present study relates to the literature reviewed in the sense that both studies focused on how marital status of students influence their academic achievement. This is in line with submission made by Sa'ad (2007) in Celestine (2009) that combining family roles and school work was very stressful and too demanding among married women students in tertiary institutions of Bauchi state. Female married students are overwhelmed with work at home and school and their rate of failure are higher than males because they have less time to study very well or adequately. Patrick (2004) in Memon & Khurram (2005) share the same ideas with Umar (2014) as regard to the performance of married women in tertiary institutions of higher learning. Egunsola (2014) argued that, over the time, it has been observed that students exposed to the same lessons by the same teachers perform differently when they are evaluated. This shows that outside the school environment, other factors influence students' academic achievement. The position maintained by Egunsola, (2014) was based on a research conducted on the influence of parental marital status, family type and size on academic performance of secondary school students in agricultural science in Adamawa State. The study used ex-post facto and correlational survey designs

Information from literature depicted that children from larger families are found to do worse than children from smaller families. According to Adlersand Uba (1989) cited in Gishiwa (2018) first birth or the older child is usually advantaged by a good deal of attention and warmth during the early stage of life, which he entertains all alone. Observations and studies have shown that more attention and time are usually accorded to the first born. Parental attention to children decline as the number of children increase and later born children perform less well than their earlier born siblings. Studies carried out in the past on the relationship between achievement and birth order have shown that there were negative relationships. For example Leoma (1982) on relationship of birth order and creativity, first born and configuration of oldest and only children are significantly more creative or verbal test of creativity than later born. Osunloye (2008) contended that family background in terms of family size, socio-economic status and educational background play important role in students' educational attainment and social integration.

Parents' number of children to cater for at a time affects the education of their children. In polygamous families where parents' income is low, children's educational needs are not provided because of the number of school children in

those families. Egunsola (2014) in a study on the influence of family type and size on academic achievement of students found out that students from nuclear families are likely to get better attention in terms of prompt provision of school materials such as books and other learning materials than those from polygamous homes where large family size are common. Hassana, (2012) conducted a research on the impact of family background on the academic achievement of junior secondary school students in Abua/Odua local government area of rivers state. The target population of the study comprised of all students in junior secondary schools in the study area. A sample size of 400 students' selected using simple random sampling technique was used as sample for the study. Questionnaire was used to collect data on student's bio-data. Student's third term examination records for 2010/2011 in English, Mathematics, Social studies and integrated science were collected and used. The data was analyzed using t-test and chi-square and the results revealed that; students from small family sizes perform better academically compared to students from large family sizes and also, parental attitude and home conveniences influence academic achievement of students in the study area. Similar arguments were made by Onukufor (2007) and Diaz (2011). This means, monogamous family favors' learning by creating a more conducive learning environment, conflicts are easier to solve in the monogamous families than in the polygamous family; students from polygamous families are more likely to experience more psychological disturbances and problems than their counterparts in the monogamous families. This invariably affects students' performances in the school.

1.1. Statement of the Problem

Combining marital responsibility and that of school academic tasks is not easy as each one is independent. Accomplishing the two independent tasks concurrently may likely pose a challenge to the attainment of good results that will qualify student for either admission or employment (Gishiwa 2018). This is because attaining higher academic achievement is the desire of all students at all levels including students in higher institutions of learning. Satisfactory academic achievement enables students to gain admission into Universities or secure good job. Good grades e.g. distinction and credit and in some cases merit enable students to gain admission into universities or to get employment. In lined with the above assertion, the researchers attempt to find out if there are significant impacts of marital status on student's academic achievement in colleges of education in Yobe State.

1.2. Objective of the Study

To assess the impact of marital status and on academic achievement of NCE students of Umar Suleiman College of Education, Yobe State.

To examine the impact of family size on academic achievement of NCE students of Umar Suleiman Colleges of Educations, Yobe State.

1.3. Research Questions

What is the impact of marital status and on academic achievement of NCE students of Umar Suleiman College of Education, Yobe State?

What is the impact of family size on academic achievement of NCE students of Umar Suleiman Colleges of Educations, Yobe State?

1.4. Hypothesis

There is no significant difference in achievement between married and single students on academic achievement among students of Colleges of Educations in Yobe State.

There is no significant difference in achievement between students from extended family and nuclear family on academic achievement among students of Colleges of Educations in Yobe State.

2. Methodology

The study used ex-post facto research design. The researcher's chose ex-post facto design because, they do not have control over certain factors or variables, or why differences exist. An attempt can only be made to find out the causes of difference. The variable cannot be manipulated because they already exist, for instance, marital status. Ex-post factor design studies the extent and possible cause and effect relationship. In this research, the researchers studied the effects of such variables like; marital status and family size on the academic achievement of students of Umar Suleiman College of Education Gashua, Yobe State.

The population of the study was the NCE students from different schools and departments in Umar Suleiman College of Education Gashua. The researchers drew their sample from the table provided by research advisors (2006) for determining sample size from a given population, which states that, 'From 1500 to 2000 population size; 306 at 0.05 level of significant can be used as sample for the study. This made the researchers to use 306 students as sample of the study and the sample was drawn from a population of one thousand seventeen hundred and fifty six (1,756) students.

The researchers also used questionnaire to collect data from the respondents on their marital status and family size and how its effects their performances in their various courses of study in the College. The instrument was developed by the researchers and all corrections, modifications and suggestions was made by lecturers in the department of psychology Umar Suleiman College of Education Gashua and some professors from the department of education, University of Maiduguri. The instrument is one and named; marital status and family size on achievement questionnaire (MASFASAA-Q). The instrument has two (2) sections. Section A and B. Section A consists some items designed to seek background information on respondents like; gender, age, educational level etc. The second section B, consists of ten (20)

items on; marital status and family size of students on academic achievement respectively. The questionnaire was based on 5-point Likert scale with the highest being 5 and lowest being 1.

3. Results

The researchers distributed 306 questionnaires to the respondents and 298 were successfully retrieved, giving a response rate of 97%. Amin (2005) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good and enough; hence the data can be used in the final data analysis.

Answering research hypotheses: There is no significant difference in the academic achievement of students of Umar Suleiman College of Education Gashua based on their marital status.

3.1. Hypothesis Ho_1

Variables	N	X	std	df	t-cal	p-value	sig	Deci
Married	165	3.8911	.1771					Ho_1
				232	5.92	0.01	0.05	Rejected
Unmarried	133	2.4094	.9183					

Table 1: Marital Status and Academic achievement
 $P < 0.05$

Table 1 above showed the mean, standard deviation and t-value on the marital status of students' on their academic. The analysis shows that the calculated t-value 5.92 with P-value 0.01 computed at 0.05 level of significance. Since the t-cal value is greater than the p value, the stated null hypothesis which says there is no significant difference in student's academic achievement based on their marital status is rejected. This means those students that are married are likely to perform higher academically than those who were not married. The findings of this study agreed with the work of Akande (2007) who states that home/family factors contribute to higher academic achievement of students. Similarly Hijaz and Naqvi (2006) in Kombo (2013) indicated that students marital status have significant impact on academic achievement of students.

Equally the finding of this study correspond with that of Gishiwa (2018) who studied the impact of marital status, family size and socio-economic status of parents on students' academic achievement in colleges of education in Yobe State. His results revealed that there are significant differences in academic achievement among the students in favour marital status and of those students that came from higher socio-economic status performed better academically than their counter part who were not married and came from lower socio-economic status.

In contrast, Singh and 'Vyast' (2014) in Ogbugo, (2016) conducted a research on the influence socio-economic status, marital status and home environment on the study habits and academic achievement of students. The findings of the study revealed that the socio-economic status, marital status and home environment do not make significant effect on the study habits and academic achievement of students.

Hypothesis 2: There is no significant difference of academic achievement between students from nuclear family and extended family among students of Umar Suleiman College of education Gashua, in Yobe State.

3.2. Hypothesis Ho_2

Variables	N	X	std	df	t-cal	p-value	sig	Deci
Nuclear family	147	1.8911	.77781					Ho_2
					4.86	0.01	0.05	Rejected
Extended family	151	2.4094	.91183					

Table 2: Family Size and Academic Achievement
 $P < 0.05$

Table 2 above presents a t-test used in testing whether there is significant difference between students from nuclear family and extended family based on their academic achievement in Umar Suleiman College of Education in Yobe State. The result shows that the t-cal is 4.86 greater than the p value 0.01. at 0.05 level of significance. Therefore, the stated null hypothesis which says that there is no significant difference in academic achievement of NCE students of Umar Suleiman Colleges of Education Gashua based on family size is rejected and alternative one is accepted that male and

female students differ in academic achievement. The finding of this study agreed with Mbare and Ngumi, (2017) who conducted a research on the Influence of family size on Self-Concept and Academic Performance among Secondary School Students in Kangema Constituency, Murang'a County, Kenya. The study revealed that there were statistically significant gender differences on students' self- concept and academic performances. The study further established that female students had a more positive self-concept than male students

4. Conclusion

In conclusion from what has been discussed above it should be clear that, Students significantly differ in their academic achievement based on their parent's socio-economic status. The result revealed that students from high socio-economic status performed higher than those students from medium and low socio-economic status. Equally there is significant difference in academic achievement of students based on family size with respect to academic achievement of those students that came from nuclear family have achieved academically better than their counterpart from extended family.

5. Recommendations

Based on the findings of this study some recommendations were offered both for practice and for further studies.

- There is the need to encourage students both those that came from higher and lower socio-economic status to improve on their study habits and academic progress
- Male and female students should be given equal opportunities by parents, governments and all education stakeholders especially on education matters.

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