

Influence of Family Background on the Academic Performance of Students in Economics in Port Harcourt Metropolis

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ABSTRACT

A qualitative education produces enlighten and vibrant people. Family experiences are very significant in influencing children's performance in schools around the world. Research has shown that parental encouragement enhances children's academic performance especially by people with whom they communicate in their first stages of life. Against this background that this study was undertaken to examine the influence of family background on the academic performance of students in Economics in Port Harcourt Metropolis. The study was guided by three objectives which are: to find out if there is a relationship between parental educational level and student's academic performance in Economics; determine the influence of parental income on students' academic performance in Economics and to find out if there is any significant relationship between the parental level of motivation and students' academic performance in Economics. This study is anchored on socialization theory. The study adopted a survey design to determine the influence of family background on students' academic performance. The population of that study is the entire secondary school in Port Harcourt Metropolis. The study randomly selected 80 students and 20 teachers in Port Harcourt Metropolis. Descriptive statistics and simple percentages and tabulation were used for the data collected by way of a questionnaire. Chi-square was used when evaluating the null hypotheses. The study shows that the family background of students and their academic success in economics subject is significantly positive. Based on the study findings the following recommendations were made: Social and economic policies should be introduced to give children with low economic status equal opportunities to support their children's education. Parents should provide a home environment that supports and motivates children to achieve better education at school. This can be done by teaching your children at home to improve schoolwork and to provide the necessary learning material.

KEYWORDS: Family Background, Academic Performance, Economics

INTRODUCTION

The UN report (2016) highlighted education as a human right and necessary in achieving the Millennium Development Goal. Qualitative education produces enlighten and vibrant people. Family experiences are very significant in influencing children's success in schools around the world. Research has shown that encouragement enhances children's academic success especially by people with whom they communicate in their first stages of life. Research by Rouse and Harrow (2006) showed that children that completed their education and years of schooling, varying from one family to the other.

Parents have the primary duty to raise a child. This argument supports the sociologist's general claim that education can be a medium of cultural change that is taught from home. It is therefore not inconceivable to think that the academic achievement of children in schools will theoretically have parental socio-economic background influence (Ogunshola and Adewale, 2012). In support of the argument, Uka (2003) asserted that the environment has a significant impact on child psychological development.

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Therefore, one of these factors is parental status. The welfare of young children also increases when a woman increases her nutritional status during pregnancy period. Parents in different occupational groups also have different childhood educational types, with different ambitions. This influences the kind of school their children attended. Such variations are not as predicted for each family; they affect the average family pattern in different occupational groups (Ogunshola & Adewale, 2012).

Therefore, the most important support network available to the child is the family in general and parents in particular. His relationship with his parents is the main factor that influences a child's personality and behavior. Coleman (2003) suggested that family power could be divided into three groups including economic, human and social capital. The socio-economic status of a family is also linked to children's academic performance at the secondary school level. Shalomo (2012) notes that a student's socio-economic status is based on family earnings, parental education and employment.

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The Effects of Family Background and School Resources on the Student's Achievement in China Nanbin Zhai,1992

Family Background and Student Achievement Marlaine E. Lockheed,1988 *How the Family Influences Children's Academic Achievement* Shui Fong Lam,1996-12-31 Studies the interactive effects of family status and family process on children s academic achievement drawing on research with a group of students in two inner city schools to illustrate how parenting style mediates the influences of family structure and socio economic status on academic performance Concludes that an integrated model is superior to the traditional view of family status and process as independent factors Annotation copyrighted by Book News Inc Portland OR

Effects of Family Background and Childrearing Pratices on Kindergarten Achievement Carolina Milesi,2001

Highlights in Educational Psychology: Parental Influence on Child Education Matteo Angelo Fabris,Nelly Lagos San Martín,2023-12-04

Excellence in Scholarship Sivakumar Alagumalai,Stephanie Burley,John P. Keeves,2013-09-03 Teachers empower both the next generation of learners and educators Communities value the intricate roles and responsibilities of teachers many of whom who go beyond the tangibles to cater to the learning needs of their students The multidimensional and multifaceted relationship between teacher education providers and teachers is a complex one At one end of the spectrum sits the scholarship of teaching while at the enacted zone sits standards based praxis Teacher education and scholarship of teaching provides the avenue to demonstrate this interaction of knowledge pedagogy research and broadly scholarship Unfortunately there is no strong consensus about the value of pedagogical preparation for teachers This monograph highlights the broad focus on how education draws its knowledge base from various disciplines advancing that education itself can become a plethora for shared discourse and reflection The chapters provide fresh demonstrated understanding into practice enabled research directions and emphasise the position of research based praxis in both schools and in institutions entrusted with teacher education Importantly the monograph demonstrates the two way communication between the community and teacher educators about knowledge experiences values and diversity and to add value with the sole aim to enhance learning It highlights education is a collective endeavour in that education and teacher education are subsets of the community and deliberations in communities add important synergy to education s evolution and revolution Thus the process of inquiry is fundamental in education and implies transcending traditional discipline bound knowledge and processes This monograph provides the challenge to educators that no single or specific discipline directs educational development and enrichment nor does the latter exclude any

Methodological Advances in Cross-National Surveys of Educational Achievement National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Board on Testing and Assessment,Board on International Comparative Studies in Education,2002-05-14 In November 2000 the Board on International Comparative Studies in Education BICSE held a symposium to draw on the wealth of experience gathered over

a four decade period to evaluate improvement in the quality of the methodologies used in international studies and to identify the most pressing methodological issues that remain to be solved Since 1960 the United States has participated in 15 large scale cross national education surveys The most assessed subjects have been science and mathematics through reading comprehension geography nonverbal reasoning literature French English as a foreign language civic education history computers in education primary education and second language acquisition The papers prepared for this symposium and discussions of those papers make up the volume representing the most up to date and comprehensive assessment of methodological strengths and weaknesses of international comparative studies of student achievement These papers answer the following questions 1 What is the methodological quality of the most recent international surveys of student achievement How authoritative are the results 2 Has the methodological quality of international achievement studies improved over the past 40 years and 3 What are promising opportunities for future improvement

Family Background and Student Achievement Marlaine E. Lockheed,1988 Prior research has underestimated the influence of family background on student achievement in developing countries

A Study of the Achievement of Our Nation's Students United States. Office of Education,George W. Mayeske,1973

Handbook of the Sociology of Education Maureen T. Hallinan,2006-11-24 The aim of the Handbook of Sociology of Education is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date The authors are distinguished researchers in the field Their contributions to the Handbook offer major theoretical perspectives on the schooling process and describe significant empirical studies of schools and their effects on individuals and society The research presented in the Handbook is built on three fundamental tenets of sociology First the authors adopt the perspective that schools are a central institution in society An understanding of the function of schooling in social life is enhanced by viewing schools as interrelated with other societal institutions The study of how the context of schooling influences education processes is critical to an understanding of school outcomes Rather than being determined solely by ascribed and achieved characteristics an individual's cognitive and social development are influenced heavily by the structures and networks in which the individual is embedded Communities families schools and social groups are critical elements in the educative process By viewing the school as a societal institution and highlighting the interaction between context and individual behavior the Handbook chapters provide a broader and deeper understanding of the determinants of learning in contemporary society The second sociological insight that guides the research in the Handbook is that the school is a social system

Family Background and Student Achievement Issumael Nzamutuma,1992

Ethnic Differences in the Impact of Family Background Factors on Level of Education and College Completion Mona Vaughn Scott,1977

The Family Effect on Academic Performance in School. A Case Study of selected Schools in Kabale District ,2017-12-21 Case Study from the year 2017 in the subject Education

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language English abstract The study was carried out in selected schools of Kabale district to determine the effect of family background on the academic performance of students in secondary schools Both random and purposive sampling techniques were used to select respondents Primary data was collected using observation interview and questionnaires whereas secondary data was collected from the statistical records from the education department Education and Social Factors María Luisa Zagalaz-Sánchez, Javier Cachón-Zagalaz, Daniil Shmatkov, María Angélica Castillo Cerda, Paula Queirós, 2023-12-22 **A Study of the Relationship of Family Life to the Academic Success of Students** Thomas C. Jeltos, 1992 **Educational Achievement of Asian American Students** Xianglei Chen, 1996 *Motivation and Academic Achievement of Negro Americans*, 1969 A Sociological Analysis of Academic Achievement Omar Otmishi-Bookani, 1983 Cross-national Variation in the Effects of Family Background and Schools on Student Achievement Hyunjoon Park, 2005 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant**,

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Table of Contents Influence Of Family Background On Academic Achievement Of

1. Understanding the eBook Influence Of Family Background On Academic Achievement Of
 - The Rise of Digital Reading Influence Of Family Background On Academic Achievement Of
 - Advantages of eBooks Over Traditional Books
2. Identifying Influence Of Family Background On Academic Achievement Of
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Influence Of Family Background On Academic Achievement Of
 - User-Friendly Interface
4. Exploring eBook Recommendations from Influence Of Family Background On Academic Achievement Of
 - Personalized Recommendations
 - Influence Of Family Background On Academic Achievement Of User Reviews and Ratings

Influence Of Family Background On Academic Achievement Of

- Influence Of Family Background On Academic Achievement Of and Bestseller Lists
- 5. Accessing Influence Of Family Background On Academic Achievement Of Free and Paid eBooks
 - Influence Of Family Background On Academic Achievement Of Public Domain eBooks
 - Influence Of Family Background On Academic Achievement Of eBook Subscription Services
 - Influence Of Family Background On Academic Achievement Of Budget-Friendly Options
- 6. Navigating Influence Of Family Background On Academic Achievement Of eBook Formats
 - ePub, PDF, MOBI, and More
 - Influence Of Family Background On Academic Achievement Of Compatibility with Devices
 - Influence Of Family Background On Academic Achievement Of Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Influence Of Family Background On Academic Achievement Of
 - Highlighting and Note-Taking Influence Of Family Background On Academic Achievement Of
 - Interactive Elements Influence Of Family Background On Academic Achievement Of
- 8. Staying Engaged with Influence Of Family Background On Academic Achievement Of
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Influence Of Family Background On Academic Achievement Of
- 9. Balancing eBooks and Physical Books Influence Of Family Background On Academic Achievement Of
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Influence Of Family Background On Academic Achievement Of
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Influence Of Family Background On Academic Achievement Of
 - Setting Reading Goals Influence Of Family Background On Academic Achievement Of
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Influence Of Family Background On Academic Achievement Of
 - Fact-Checking eBook Content of Influence Of Family Background On Academic Achievement Of
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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