

**INFLUENCE OF FAMILY BACKGROUND ON STUDENTS' ACADEMIC
PERFORMANCE IN GOVERNMENT IN PUBLIC SECONDARY
SCHOOLS IN AWGU LOCAL GOVERNMENT AREA OF
ENUGU STATE**

BY

**CHIME AMARACHI Q.
GOU/U22/POL/108**

**DEPARTMENT OF SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION,
GODFREY OKOYE UNIVERSITY, UGWUOMU-NIKE ENUGU STATE**

JULY, 2026

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**A PROJECT RESEARCH SUBMITTED TO THE DEPARTMENT OF SOCIAL
SCIENCES EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE
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SUPERVISOR: PROF. BLESSING UDEH

JULY, 2026

APPROVAL PAGE

This project has been approved for the Department of Social Sciences Education, Faculty of Education, Godfrey Okoye University Enugu.

By

.....
Prof. Blessing Udeh
(Supervisor)

.....
Date

.....
Dr Innocent. Ishiwu
Head of Department

.....
Date

.....
Rev. Bro. Prof. Gregory Ekene Osuji
Dean, Faculty of Education

.....
Date

.....
External Examiner

.....
Date

CERTIFICATION

I, Chime Amarachi Queendaline a student in the Department of Social Sciences Education (Political Science) in the Faculty of Education with registration number GOU/U22/POL/108 has satisfactory, completed the course and work for the award of Bachelor in Social Science Education. The work embodied in this project is original and has not, to the best of the researcher's knowledge, been submitted or presented in part or full for any other degree of this university or any other institution.

.....
Chime Amarachi Queendaline
Researcher

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Date

DEDICATION

This work is dedicated to God Almighty

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ABSTRACT

This study examines the influence of family background on students' academic performance in government in public secondary schools in Awgu Local Government Area of Enugu State. The study is guided by four research question. The study is based on Abraham Maslow Motivational Theory of (1970). The study adopts descriptive survey research design. The population for this study was 2,785 students. The sample size for this study was 200 students derived through a simple random sampling technique. The data was collected by structured questionnaire and the name given to questionnaire is (Influence of Family Background Questionnaire(IFBQ)). The instrument was Face Validated by 3 experts in which two are from Social science Education and one are from Measurements and evaluation, Faculty of Education, Godfrey Okoye University Enugu State. A reliability coefficient value of 0.93 was recorded using Cronbach Alpha method for reliability. In terms of analysis, the data collected were analyze with mean and standard deviation. The findings revealed that students from low socio-economic background, broken homes, large family size and poor educational background are usually subjected to compromise educational upbringings. Consequence to this effect, the study shows that parents has influence on students academic performance. The following recommendations were made: Parents need to boast their socio-economic status in order to meet up with their children needs in school. Parents should be made to appreciate the importance of unity as broken homes distract students from concentrating on their academic pursuit. Parents should make effort to control the size and type of their families to a manageable level. Government should look into educational background of parents by increasing their pay level which will help them meet up with their children needs.

CHAPTER ONE

INTRODUCTION

Background to the Study

The Education foundation of a child start right from home. Education is the most powerful weapon used to change the world. The root of Education is bitter but fruit is sweet. Education holds the key to other conditions such as taking proper decision about living and skills that can assist one economically, socially and politically. Education has been categorized into three: Formal Education, Informal Education and non-formal education. Formal education can be defined as learning from daily life family and community while non formal education talk about workshop, online programs etc. Education at secondary school level is supposed to be bedrock and the foundation towards higher institutions Education does not only provide knowledge and skills but also inculcates values in students through secondary school (Owoyele & Muraina, 2021).

Secondary Education not only occupy a vantage point in the educational system in Nigeria, it is also the link between the primary and the tertiary levels of education. Education at secondary school level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions (Asikhai, 2020). This view is supported by Kombaet (2022) who posits, that secondary education is pivotal in human capital formation and development. Durujiet (2019) emphasises that secondary education is important because tertiary institutions draw from their students. The importance of secondary education is geared towards providing all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background, hence the need for teaching of Government (Ogoegbulem, 2022).

Government as a subject, emphasizes the study of the principles governing the organization of the State and implementation within and across States. It also studies the behaviour of

individuals, groups and organization in society, especially as regards their relationship to the State power, factors that generate conflicts within and between them and how these conflicts are resolved. This specialized field also involves the generation of concepts, formulation of theories and methods of understanding, explaining and predicting political phenomena (Okorie, 2020).

Government prepares the students to take active part in the government of the country as administrative officers, personnel officers; know their rights, duties and obligations as citizens; equips those interested in politics to be professional politicians; to understand the type of system of government adopted in their country and inculcates the spirit of nationalism and patriotism in the students (citizens) among others. Hence, we can say that the study of Government as a subject gives right form of citizenship training to the students as to be functional, creative and or productive citizens of the state that can contribute to national development with well academic performance (Ugwu, 2020).

Academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad & Abdullah, 2022). Teachers and education officials typically measure performance using classroom performance, graduation rates, and results from standardized tests. Academically successful students have higher self-esteem and selfconfidence, low level of anxiety and depression, they are socially inclined, and are less likely to engage in substance abuse (Owoyele & Muraina, 2021). It was revealed from a study in South Ethiopia that more students commit readmission due to poor academic performance and this results in unemployment, poverty, drug abuse, promiscuity, homelessness, illegal activities, social isolation, insufficient health insurance and dependence.

Some factors that may be responsible for poor academic performance of student include illiteracy of parents, domestic issues and problems or large family size, lack of family attention and control, low family structures status and family structure (Wahab. 2019).

The role families' plays to the students at any given point in time in a child's life cannot be over highlighted. The family is relevant and very significant to the wellbeing of a child as well as his/her later development in life. Family is the first unit in the social order where the child's upbringings began after birth, still in cradle. According to Adewumi (2019) childhood could be liken to a letters impressed in the shout of a young tree, which grow, and later enlarge into an integral part of the whole. Sequel to the above, rightful beginning makes the most essential part of every child's upbringing/education. The contribution of the parent to the training of the students determines how far he/she will go in life. It is well noted that when the school work together with the family through learning support system, students tends to succeed better not just in schools but in life. The family is an institution as well as an agent of socialization saddle with the responsibility of determining the student's attitude towards intellectual, religious, character and moral upbringing.

The family lays the fundamentals of moral and religious upbringing of the child, and in a way dictate how he/she relate with others regarding the idea of right and wrong, good and bad. The family unit plays the role of helping the students in determining the future career pursuit through socializing them into their choice of vocation or a trade for self-reliance, by exposing the child to either pursue the career of the family or any favorable skill before the child grow to become an adult (Jekayinka and Oke, 2019). The family here includes everything that surrounds within the family itself and includes the family background, their socio-economic status, broken home etc. According to Mpiluka (2019), Family backgrounds have been of immense significant in

determining the academic performance of a child in schools all over the world. Specifically, because academic performance often time are motivated by the type of people the child interacts with in their early stages in life from their homes. Muola (2019) observed that family background could be likening to all the conditions and circumstances within the family which influences the child physically, intellectually and emotionally as he/she grow up. The children that grew up from different family backgrounds are affected differently by such family condition academically and otherwise. The differences in our family background are some of the consequences in the variation in students' academic performance in school.

In the words of Nyipir (2019) observed that the parents are parts of the current challenge facing the secondary education system. This is because the parents have often time fail to do their bid at home and by so doing makes many children even at early stage in life resort to self-help as a result of the fact that their parents refuse to give them the needed attention they deserved. As a child grows up from infant to toddler and then to a preschooler, they learn how to speak, listen, write and read which are later develop in order to make the child to achieve academic performance (Chris and Theisen, 2019). Gadsden (2019) observed that greater parental (family background) involvement at early stage of students learning process positively affects the students' performance in school. Although, family background includes other variables such as parental socio-economic status, broken homes, family size and types, parental educational background etc all these are some of the determinant of family background.

Meanwhile, socio-economic status of a family is capable of affecting students' academic performance and to some extend determines their aspiration in life. Ojo and Yilma (2019) opined that families having worthy socio-economic status often have more resources in sending their children to school. Most time they usually have access to wide range of ways of providing their

children with the needed care, books and also know how to engage them in various learning activities in the house after school. They also have access to good quality information about their children's wellbeing, as well as their social, emotional and mental development both in school and at home. Although, Ojo and Yilma (2019) further revealed that parental socio-economic status such as family income level are among some of the major challenges face in the family when it comes to providing best possible care and education for their children. Parental level of education is another key factor that influences students' academic performance. The role parental level of education plays cannot be over emphasized. According to Gary, (2021), students that grew up under parent who are professional and are engage in managerial occupational backgrounds exhibit higher academic performance than those from dissimilar background.

On the other side, Omoruyi (2019) observed that growing up with a single parent family or broken home are always very nerve-racking tasks for both the child and parent. Such families are bound to be confronted with challenges of inadequate financial resources, lack of care, no love etc. Schults (2019) once opined that if adult from broken homes are to be compared to those from a united family, it will be discovered that those from a more united family are more socialized, academically and emotional stable than the other. Johnson (2021) lamented that students from separated homes (broken home) families often fail in school and sometime, they are exposed to emotionally risk compare to the others. In a sharp contrast Omoruyi (2019) disagree with Johnson (2021) view by saying that this may not be completely applicable in all cases of broken homes. He further opined that some students irrespective of home background or structure may work hard to become successful in life.

Similarly, family size and type are also linked to high academic performance. Family size and type to some extent determines the level of attention and time which a student's gets from

their parents. Financial challenges associated with family with larger size and type could be better explained in Okunyi (2019) findings. In Okunyi (2019), it was revealed that as families' increases, parents sometime cannot afford to give their children the same level of attention compare to when the family size is manageable. In a situation that the family size is large parent find it difficult to provide the necessary things needed by the students to succeed in School. For example, provision of learning aids, comfortable rooms to stay and do their assignment and homework, away from distraction from TV, outings to places of interest, holiday trip, opportunity to visits tourist centers etc. Furthermore, Ayodele (2019) observed that the place where a child grew up determines the learning ability and ultimately the academic performance in school. Sequel to the afford mentioned facts, this study is interested in investigating the influence of family background on students' academic performance in government in public secondary schools in Awgu Local Government Area of Enugu State.

Statement of the Problem

The truth is that the foundation of the child's socialization is laid at home because children spend more time at home than in school. Many factors associated with the family could have contributed to the increasing, low or poor performance of the students. As parents blame teachers for lack of dedication to duties, teachers blame the government for poor salaries, leading to poor motivation. Parents as well accuse the government of not equipping the schools with proper and adequate learning materials. Poor performance in academic work among students in secondary schools has become a common issue in Nigeria of which Government students as a subject are not left out. Government, which is the central focus of the researcher, has recorded low performance.

Some educational stakeholders such as parents, teachers, governments and students blame one another for students' poor academic performance in Government. Also, the government

blames parents for not enforcing home discipline, while students are blamed for lack of discipline and dedication to their studies. Fieldwork carried out in selected secondary schools with respect to Government revealed poor performance of students in Government. Hence this study is sought to investigate the influence of family background on students' academic performance in government in public secondary schools in Awgu Local Government Area of Enugu State.

Purpose of the Study

The main purpose of the study was to investigate the influence of family background on students' academic performance in government in public secondary schools in Awgu Local Government Area of Enugu State. Specifically, this study intends to:

- i. identify the influence of parental socio-economic status on students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State.
- ii. to ascertain the influence broken homes on students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State.
- iii. to determine the influence of family size on students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State.
- iv. to find out the influence of educational background of parents on students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State.

Research Questions

The below research questions guides this study; they include:

1. To what extent does influences of parental socio-economic status influence students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State?
2. To what extent does influence of broken homes influence students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State?
3. To what extent does influences of family size influence students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State?
4. To what extent does influence of Educational background of parents influence students' academic performance in Government in public secondary schools in Awgu Local government Area of Enugu State?

Scope of the Study

This study has both geographical, content and level scope. Geographically, this study delimits its scope to public secondary schools in Awgu Local Government Area of Enugu State. The study focuses on the influence of family background on students' academic performance in government in public secondary schools in Awgu Local Government Area of Enugu State.

The content scope of the study is to identify the influence of parental socio-economic status on students' academic performance. To ascertain the influence of broken homes on students' academic performance. To determine the influence of family size on students' academic performance. To find out the influence of educational background of parents on students' academic

performance in Government in secondary schools in Awgu Local government Area of Enugu State. The level scope of the study is SS2 students in public secondary schools in Awgu Local Government Area of Enugu State.

Significance of the Study

The study has both theoretical and practical significance. Theoretically, the study will be anchored on Abraham Maslow's Motivational Theory of (1970). Maslow theory looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they influence on learning.

Practically, the findings of this study will be useful to the following: the teachers', students, parents, school guidance counselors, Parents Teachers Association (PTA), educational Administrators and the society at large.

The findings of the study will be of immense help to the teachers. The teachers will realize the necessity of individualizing their teaching by structuring their teaching methods and instructional resources to take care of the divergent parental backgrounds of the students.

The findings will be of immense importance to students. The students will realize that their poor performance might not necessarily be their fault alone, especially those from low status families. Such knowledge will go a long way to reduce frustration in the students and also reduce drop-outs which occur as a result of frustration. Rather, the students should be made to adjust and help themselves by studying hard at home and also make proper use of the books and materials that are provided for them at the school library.

Through the findings of this study, parents will realize the importance of improving their educational standard so as to influence their children's academic performance. Parents will also understand the need for them to improve their socioeconomic status so as to be able to provide the

necessary motivation in form of learning materials and other things which will enhance their children's learning and their academic performance.

The school guidance counselors will also benefit from the findings of this study. They will be in position to guide and counsel students in the area of personal social interactions, academic performance and career choice.

The findings of the study will help Parents Teachers Associations (PTA) of schools in promoting the academic performance of student. This is because at PA meetings, parents know their functions and responsibilities at home, to help solve their children's problems both home and school environment.

The findings of the study will be of immense help to Educational Administrators. They will use the findings in the formulation of policy that will regulate equal educational opportunities for all children irrespective of their family background in the distribution of equipment, facilities and amenities to schools.

The findings of this study will help the society at large in identifying how family environmental variables such as what parents' level of education, parents' income, parents' occupation, parents' motivation and family size on student's academic performance. This will act as a check on increasing low academic performance among students, occasioned by the fact that some parents, teachers and counselors do not have adequate knowledge/input required of them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literatures related to this study will be reviewed under the following sub-headings:

Conceptual Framework

- Academic Performance
- Government as a School Subject
- Family Socio-Economic Background
- Broken Homes
- Family Size
- Educational Attainment

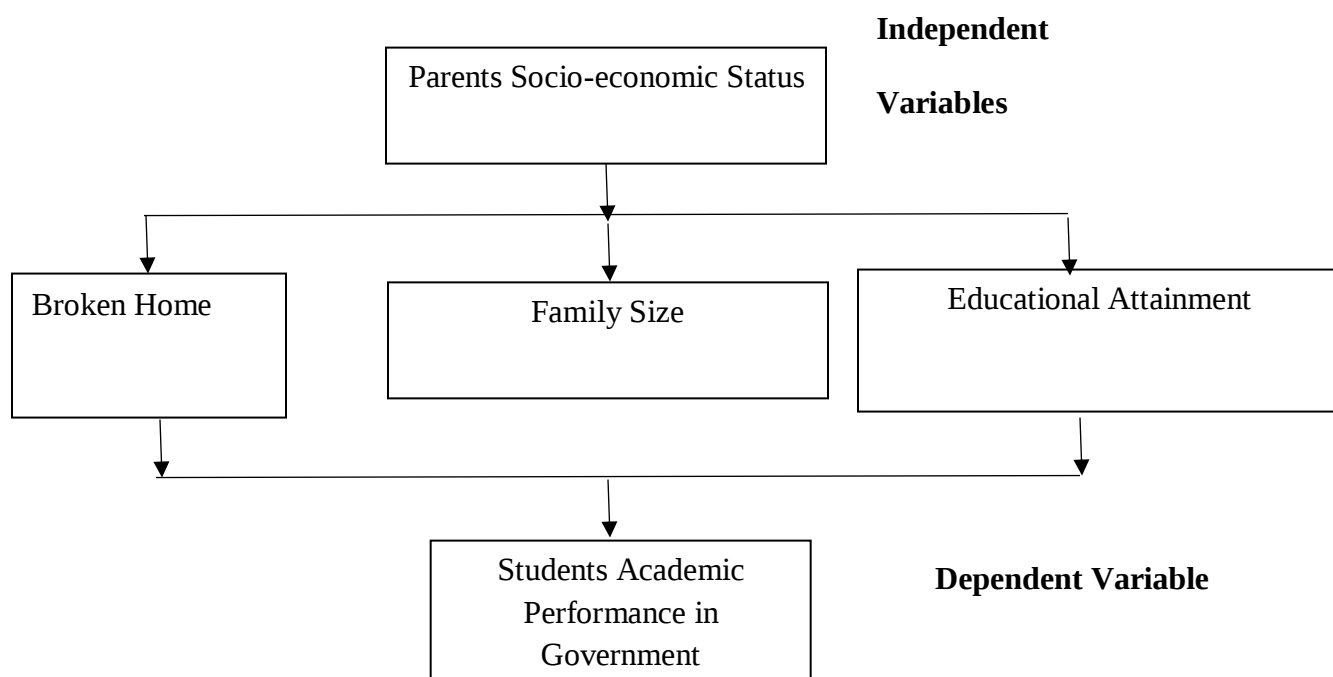
Theoretical Framework

Abraham Maslow's Motivational Theory of (1970)

Related Empirical Studies

Summary of Review of Related Literature

Conceptual Framework



Schematic diagram showing conceptual framework of the study, Field Survey (2026)

Academic Performance

Academic performance refers to how well a school, college, university, an individual or a group of people is able to perform when given a learning task, activity or ones achievement in standardized tests in academic pursuit. Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teacher (Cary and Dave 2020), Academic performance refers to performance on a task with measure including comprehension, quality and quality of desired outcomes, time or rate to solution, time on task, level of reasoning and critical thinking, creativity, recall and retention and transfer of tasks. It is one of the yardstick for measuring the educational outcome

Academic performance refers to the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing (Mwaniki, 2019). According to Stocker and Murray (2019), academic performance refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. Ewumi (2020) this phenomenon (learning outcomes) has been variedly refers to in literature as academic performance or scholastic functioning. Students academic performance tends to show their level of competitiveness, creativity, efficiency and productivity both in present and future times. Ewumi (2020) while stressing on students academic performance in the educational system, remarked that it is not a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general.

Students performance appears to be the major decisive factor by which the efficacy and success of any teaching learning process could be judged. Buttressing this point, Aremu (2020), was of the view that academic performance is a fundamental criterion by which all teaching learning activities are measured, using some standards of excellence and the acquisition of particular grades in examinations to measure students ability, mastery of the content, and skills in applying the knowledge acquired to a particular situation. According to Ernest-Ehibudu & Oporum (2019), the measure for assessing students' level of academic performance is through performance in tests/examinations and observations. Alaka and Obadara (2019) remark that students performance is the most vital educational policy and indicator stakeholders are interested in. Adeyemo (2020) stated that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives: emphasis is always placed on the performance of sound scholarship. Students performance tends to be the gauge of school productivity. Virtually all education stake holders

place high value on academic performance and thus excellent academic performance of children is often the expectation of parents and other education stake holders Adeyemo, (2020). Perhaps, this explains the reason intellectuals have been putting up efforts to find ways of enhancing students academic performance.

Government as a Subject

The term government has different connotations and means different things to different people. It conveys different pictures depending on the context of use, the intention of the user; and the character of the socio-economic formation in which it is employed or it is supposed to describe. Mba & Odo, (2019) indicate that there are three basic approaches to the definition of Government: Government as an institution of the State, Government as a process or art of governing and Government as an academic field of study.

Government as an institution of the State simply means Government as the machinery for State administration. In line with this, Okoli (2020) see Government as “a body of people and institutions that make and execute the laws of a State, make and implement its policies, conduct its public affairs and maintain law and order within its territory”. Government as an institution can be referred to as a person, or a group of persons who makes rules and regulation in a State and ensures that those rules and regulations are obeyed for the attainment of societal goals. This view of government appears to be comprehensive in that, it contains the three organs of the government (Executive, legislature and judiciary) and their functions such as law enforcement, law making and law interpretation respectively.

Substantiating the above claims, Mba & Odo (2019) explain that; as an institution, such governmental bodies that are charged with the performance of governmental functions or roles of rule making, rule application and rule adjudication that is the legislature, the executive and the

judiciary, can equally be seen or referred to as the Government. They note that the sight of a senator, or a legislator, or tax collector, a State or local government secretary, a uniformed policeman or a soldier, a magistrate or high court judge or a chairman of a local government, governor of a State or president of the country becomes a visible reminder of the reality of the government to the people. All these in orthodox parlance represent the institutions or body of persons through which rules are made and enforced in a State (Obianyo, 2020).

A look at any human community or establishment shows that no society has ever existed without government. However, the label may not be government. For instance, in the pre-colonial Nigeria, there are bodies of persons that make and enforce laws in the society. Think of the emirate system in the north, the Oba-in council in the west and the association of elders, age grades, diviners and Umuada in Igboland. These were the machinery through which the will of the Nigerian traditional society was formulated, expressed and realized. Nonetheless, we have another approach to the definition of government. This approach sees government as a process or art of governing. Government as a process can be seen as the actual State administration. It refers to the activities of the administrators towards bettering the lots of the people in the society. That is the day-to-day running of the business of governance in a State. Mba and Odo (2019) posit that Government as a process depicts all the activities which are involved in and carried out by the institutions, ministries, commissions, parastatals, departments and agencies of the government. It represents the complex networking of systems for purposes of rule making, rule implementation and rule adjudication (Obianyo, 2020).

Nevertheless, it is obvious that government has increased her activities in recent times in an attempt to make the society a better place for human co-existence (Ibezim, 2019). Ibezim further outlines the functions of government in contemporary society to include policy initiation,

maintenance of law and order, promotion of individual and general welfare, promotion of economic activities, provision of essential services, protection of the Fundamental Human Rights of the citizens, law making and maintenance of diplomatic relations for the State among others. Government as a subject is referred to as government as an academic field of study. In a more technical term it can be referred to as political science. At secondary school level it is called government but at tertiary level, it is called political science. Hence, Government as a secondary school subject deals with the study of agencies, political institutions, and dynamics of the State (Anyaele, 2018). It covers the study of basic concepts, principles in government, institutions, the history of Nigerian government and politics and globalization among others.

On the other hand, political science as referred to at tertiary level may be seen as a subject that deals with the study of politics. According to Mba and Odo (2019), it involves the study of the processes of acquiring, consolidating and use of the State power for the achievement of individual, group or societal goals. Political science emphasizes the study of the principles governing the organization of the State, and methods/ processes of decision making and implementation within and across States (Obianyo, 2020). Obianyo further adds that it also studies the behaviour of individuals, groups and organizations in society, especially as regards their relationship to State power, factors that generate conflicts within and between them and how these conflicts are resolved. According to Ojukwu (2020) political science is an academic and research discipline that deals with the theory and practice of politics and the description and analysis of political systems and political behaviour. Similarly, Ibezim, (2019) states that Political Science studies the principles governing the organization of government, methods of government decisions on allocation of resources, policy formulation and implementation and methods of conflict resolution. Branches of political science may include international relations, international law and

jurisprudence, public administration, political philosophy and local government (Mba & Odo, 2019).

Parental Socio-Economic Factors Influencing Academic Performance of Students

Research has consistently shown globally that family socio-economic status (SES) significantly affects students' academic performance. Gobena (2020) found that socio-economic status influences academic performance across all educational levels, with a strong correlation between parental educational levels and family income. Similarly, the National Center for Biotechnology Information (NCBI) highlights that higher socio-economic status is associated with better academic outcomes (Khan, 2021). Ahawo (2021) observed that family influence plays a crucial role in students' academic lives, emphasizing that socio-economic status affects academic performance.

Children have certain physical and psychological needs that, when met; contribute positively to their academic success. These needs include a conducive learning environment and access to educational materials, which are often dependent on family socio-economic status (Omoraka, 2021). Abdullah (2020) argues that quality education is essential for developing human resources and improving living standards. The socio-economic status of families can be assessed through various indicators, such as parental education, occupation, and income. Studies by Jeynes (2022) and others demonstrate a positive correlation between parental education and students' academic performance. Research indicates that children from higher socio-economic backgrounds have advantages that facilitate better academic performance (Ayeini, 2019).

Higher socio-economic status correlates with better academic performance, attributing this to factors such as parental education and income. While this provides valuable insights, it does not consider the unique challenges faced by students living with lower socio-economic status, who

may lack the same level of parental involvement and resources. Duke, (2020) and Eamon, (2020) highlight the negative correlation between low socio-economic status and academic performance, noting that economically disadvantaged families struggle to provide adequate educational support.

Broken Homes and Students Academic Performance

Babies born to unmarried teams appears more likely to experience adverse health and education related outcomes than babies born to married couple. Wallerain and Kelly (2020), states that the absence of father is often viewed as partially harmful to self esteem looking at the above critically one will be correct to say that a students that has no self esteem will not be able to perform well in his academic work and as such he will not be able to perform well both for internal and external examination. Burdon (2020), has this to say 'such students without proper training due to breakage of their families or marriage are trained at the mercy of other people, turn out to be truants from this assertion, it is clear that surrogate mothers cannot monitor the education progress of students entrusted to their care. As Ezewu (2021), notes, if the students from broken home fails to make necessary adjustment at school, he becomes mal-adjusted and this might make him resort to any of these course of action.

1. He may attempt to change the situation violently and as a student he would see both teachers and seniors as threat to his existence in the school and would attack them.
2. He may turn mind to other things, so as to forget his failure to adjust to the situation as student and develop hatred for participation in any school activity.
3. He may decide to avoid the unfavourable situation by refusing to go to school or become a truant.

Home influences the students at the most impressionable time of his life, at a time when his mind is most receptive it provides the first impression on while of the students's subsequent

life (Banjo, 2020). It is the home that a student learns his earliest lesson in obedience, politeness and consideration for others. If the home and the school work in the same direction towards the best development of the students, the result will be most happy, if the school pulls in one direction while the home in another, the student's true development is bound to be handicapped. It is true that a family or broken home cannot be conducive for the smooth learning of the students in that, the home will only succeed in pulling down what has been learnt by the students in the school because of lack of reinforcement from the home.

Students that grow up in a broken home are unlikely to develop their academic potentials to the fullest while students brought up in a stabilized and organized home are more likely to develop to a full-fledged human beings, being able to discover their academic and other attributes leading to success in life endeavour. According to Odolo (2019), a student from a broken home may lead to feelings of insecurity that continues throughout his studentship to adolescence.

In a broken home where a student is left with only the father, the father is likely to be unable to bring up the student well for school or stay constantly enough at home to guide the student through his academic performance. There is the tendency for the father to trust the student's welfare to school. However, the school solution or alternative to the calm peaceful atmosphere and above parental love that the home gives to the student is insufficient for student academic performance.

The student living in the shadow of the broken home is often bewailed by coming and going by the mere fact that essential relationships are not promoted or are broken off and disrupted verily impressionably. It is necessary that both parents should endeavour to bring up their student in an atmosphere of harmony. In a situation where another woman than the student's mother becomes the legitimate wife of the father there is bound to be negative social stigma that might be inextricable to the student, early in life. It is observed that students born out of wedlock should

be saved the mental and physical deprivation. According to him, human existence is something different from animal existence in that, the development of the students physically, psychologically requires a roles structure such as that of the family. The stigma of the students out of wedlock should certainly not be that throughout life. It is regarded as illegitimate and the product of socially and morally reprehensible behaviour. That is not to say that once both parents live together in harmony and unity of purpose in educating the students is ensured. If they are constantly nagging and fighting certain psychological problem could occur, which will disturb the students' learning.

Parents are probably the actors with the clearest dimensional interest in a high level of their students are in academic performance. To some extent there is simple evidence to show that marital instability brings about stress, tension, lack of motivation and frustration (Levin, 2021). Obviously these manifestations act negatively on a students's academic performance. Johnson (2021), asserts that students from divorced families often fail and are at a risk emotionally. However, this may not be completely applicable in all instances of broken homes. Some students irrespective of home background or structures may work hard and become successful in life. Moreover (Ayodele, 2019), stated that the environment where a students finds himself or herself goes a long way in determining his learning ability and ultimately his academic performance in school.

Many students from low socio-economic homes mostly single mother with socio-economic background respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in school. If home environment is not intellectually stimulating some students find it difficult to cope up in school and may eventually drop out of school (Bliss, 2019). Furthermore, the home has been identified as an overwhelming factor affecting students' achievements. It would appear then, that broken homes may present a

very real danger to the emotional, personality and mental adjustment of students. These impinge on students' academic performance. According to Fraser (2019), psychological home conditions arise mainly from illegitimacy of students, the label of adopted students, broken home divorce and parental deprivation. Such abnormal conditions of the home are likely to have a detrimental effect on the school performance of the students. He asserts that life in single parent family or broken homes can be stressful for both the students and the parent. Such families are faced with challenges of inadequate financial resources.

Family Size and Academic Performance of Students

Some studies have shown that the family size in all actuality does influence the students by and large execution of the students, the more modest the family size, the more probable the child will in general profit from the family (Ejedegba, 2021). Samuel (2020) kept up that this can give the child chance of being sufficiently provided by necessary things needed. The kind of family to which the students are naturally introduced can influence them either decidedly or adversely (Samuel, 2020). A child brought into the world by polygamous family will find it undeniably challenging to get together with the monetary requests of his school. Since there are a lot of children and spouses to be careful with and as such the monetary obligation on the family will be exceptionally high such child will be impacted adversely aside from the family is light (Femi & Adewale, 2019).

Additionally, even in a monogamous home on the off chance that the quantity of children in the family is huge, there will be an incredible monetary obligation on the parents. The child might be impacted adversely however assuming the number of children is decreased the parents will actually want to address their issues effectively thinking about the family pay, likewise in families where the provider of the house is expired (either the man or woman). There will be a

high monetary obligation, particularly on our ladies assuming that it was the one who passed on. Thus, the children will be influenced adversely and it will frustrate their scholastic presentation in school (Adembimpe, 2020).

Educational Background and Academic Performance of Students

It is worthless that "parent" interest in their instructive yearning for their children can't be isolated from their very own schooling and social level. A knowledgeable parent will hold in high regard the schooling of their children. This will make them put more worth into the schooling of their children (Adembimpe, 2020). Along these lines, the analyst further delineated that there is a quantifiable distinction between students brought into the world by taught parents and the uninformed. Adembimpe, (2020) completed an overview in a few auxiliary schools in Saudi Arabia which uncovered that a lot of school dropouts were essentially from uninformed homes in which possibly one or the two parents are generally gruff or unskilled. Numerous researchers somewhere else have found a few factors, for example, monetary status, scholastic capability, pay level of parents, size of the family, parental yearning and conjugal status to influence students' academic performance in schools.

Theoretical Framework

This study was anchored on Abraham Maslow's Motivational Theory of (1970). According to Maslow, motivation is constant and never ending, fluctuating and complex.

Maslow's motivational theory asserted that man always has needs to satisfy. These needs, according to him are arranged in a hierarchical order starting from the basic or lower order needs to higher order needs. However, people who have difficulty achieving very basic physiological needs (such as food, shelter, etc.) are not capable of meeting higher growth needs.

Maslow looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they influence on learning. The theory is crucial at home and in school. One of the major problems confronting teachers and parents is that of motivating learners to perform assigned tasks to meet or even excel predetermined standards. Motivation energizes and sustains behaviour. It also regulates behaviour and even enhances selective behaviour. Children who see their parents fighting most of the time do not feel safe at home. The children fear parents can injure one another badly or harm them. When divorce occurs the children are emotionally affected. They receive little support from their parents who are straining to adjust to the divorce.

Children who are emotionally disturbed due to their parents' divorce cannot concentrate in class hence affecting their learning outcome negatively. Maslow also discussed about the love and belonging needs. This is the need to be in a family, to receive affection, attention and to be accepted by others. If children are relating well with their parents, they will feel loved. In majority of the cases, parents who have separated or divorced lack time to interact with their children making the children feel unloved. Esteem needs are the fourth level of needs. These include need for achievement, reputation, status, responsibility and the need to gain approval from others. When children have low learning outcomes due to family breakdown, they will have low self-esteem which will make them feel that they are not loved by others. Children from broken families will not have the same status as children from two – parent intact families thereby adding to the disadvantage of the children under study. The highest level of needs on the hierarchy is self-actualization which is realization of one's potential. This need is met when one feels self-fulfilled and when he reaches his potential more so their educational potential. When all other levels of needs are not met a child cannot reach self-actualization

Relating this theory to the current study, it is worthy to note that if a learner is motivated at home, they perform better at school. A learner under motivated condition exhibits purposeful behaviour aimed at achieving the set goals. The students are motivated to learn by their satisfaction of needs like physiological: Shelter, food, water, rest etc. Safety: materials, love and belonging. The satisfaction of these needs leads to the quest to satisfy higher ones which are self-esteem and self-actualization needs; hence, enhanced academic performance.

Related Empirical Studies

On parental educational level and students academic performance, Bakar, Ibrahim and Mudassir (2022) examined the influence of parental education on the academic performance of secondary school students in Kuala Terengganu. Four research questions guided the study. The study adopted descriptive survey research design. The population of the study was 3572. The researchers used stratified random sampling to select 200 students for the study. Regression analysis was used for data analysis. The findings of the study indicated that students from parents with high educational qualification performed better than those from parents with lower educational qualification. This study is similar to the current study in terms of design and content scope. However, differed in sampling technique, sample size, population/level scope and geographical scope.

On the contrary, Emmanuel and Christine (2021) examined the level of parental influence on the academic achievement among the primary school pupils in Trinidad. A sample of 128 pupils studying standard five (grade 6) from primary school was randomly selected. The data were analysed using SPSS. The result of the findings revealed that regardless of parental education status, all parents try to influence their children to study well. This study had the same level scope with the current study but was conducted in different geographical locations. More so, the findings

implied that family background in general has positive influence on pupils' academic performance and academic performance of pupils not only limited to high parental educational status. The gap therefore is that Emmanuel and Christine (2021) study was in Trinidad while the present study was in Enugu State.

In the same vein, Musarat, Sundus, Faqiha, Fozia, and Ayesha (2020) carried out research on the impact of parental education on the academic achievement of university students in Pakistan. The sample size of the study was 250 students from University of Sargodha, Pakistan. The findings of the study revealed that there was positive relationship between parental education and students grade point average (GPA). Students from educated parents had better GPA than those from uneducated parents. The gap therefore is that the study reviewed was conducted in Pakistan with the university students. The current study was done in Nigeria. Both studies differed in level and geographical scope.

Furthermore, Muruwei (2020) examined the influence of parents' level of education on their children's performance in English Language at the senior secondary level of education. The research design was descriptive survey. The sample of the study was 250 students randomly selected from forty secondary schools in Bayelsa State, Nigeria. The instrument used for the data collection was a 20- item questionnaire, interview schedule and observation schedule. The result of the findings showed that parents' level of education was not significant predictor of children's academic performance. The finding of this study showed that children who come from parents without high level of formal education also perform well academically. Therefore, it failed to support the current study that parents' high level of education positively influences pupils' academic performance. The gap therefore is that the study reviewed was carried out in Bayelsa

State of Nigeria, while the present study was carried out in Awgu Local Government Area of Enugu State, Nigeria.

On the variable parental socio-economic status, it is worthy to note that socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspiration. Arguably, families with high socio-economic status may have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. To buttress this therefore, Osei-Owusu, Twum, Oteng, Ampomah, and Osei-Owusu, (2019) investigated the effects of parents' socio-economic status on the academic performance of Yamfo Anglican Senior High School Students in the Tano North District of the Brong Ahafo Region of Ghana. The study adopted a survey research design. Eighty (80) students were selected from the second-year class using a simple random sampling technique. A self-designed questionnaire was used to collect data. The data were analysed using simple frequencies, tables and percentages. The findings of the study showed that, parents' educational level, parents' occupational level, parents' income level and parental care have an effect on the academic performance of students of Yamfo Senior High School.

The gap is that this study was carried out in Ghana which is a different location from the current study location. The target population of the current study comprised the primary six pupils with their teachers and parents, while the former study comprised high school students. That notwithstanding, the geographical scope of both studies is different.

In the same vein, Aliyu (2019), investigated the influence of family socio-economic status on student's academic achievement in Senior Secondary School in Nasarawa State of Nigeria. Three research questions guided the study. The population of the study was 2681. The sample size

of the study was 382 students. It was drawn from 10 schools using stratified random sampling technique. Questionnaire was used to collect data. The findings of the study confirm that there is a significant relationship between the family socio economic status and academic achievement. The gap is that the current and previous study were similar in terms of research paradigm and content scope. However, the geographical scope is different. This was the reason the current study was so relevant at this period.

On the global perspective, Sureihkumar (2019) conducted a study on the impact of parents' socioeconomic status and parental involvement at home for high achievement on Indian Students of Tamil School in Malaysia. Four research questions guided the study. The study adopted descriptive survey research design. The population of the study was 2571. The researchers used stratified random sampling to select 200 students for the study. Regression analysis was used for data analysis. The result of the findings showed that educated parents assist their children with their academic work and ensure effective measures and supervisions. They also make provisions for extra school activities that related to academic development of their children to maximize the available time at home. Such parents also keep in touch with the child's teacher and school authority to monitor the child's progress in school. Parents' involvement in their children academic work helps the children to perform better than that of their counterpart. The gap therefore is that this study was carried out in Malaysia, while the current study was carried out in Nigeria.

Summary of Review of Related Literature

This study focuses on the influence of family background on students' academic performance in government in public secondary schools in Awgu Local Government Area of Enugu State. The literatures related to this study was reviewed under the following sub-headings: Academic performance, Government as a School Subject, Family Socio-Economic Factors

Influencing Academic Performance of Students, Broken Homes and Students Academic Performance, Family Size and Academic Performance of Students and Educational Background of Parents and Academic Performance of Students.

In Theoretical Framework, the study was anchored on Abraham Maslow's Motivational Theory of (1970). Related Empirical Studies reviewed the studies of some scholars' like Mudassir (2022), Emmanuel and Christine (2021), Musarat, Sundus, Faqiha, Fozia, and Ayesha (2020), Muruwei (2020), Osei-Owusu, Twum, Oteng, Ampomah, and Osei-Owusu, (2019), Aliyu (2019), and Sureihkumar (2019). The findings showed that educated parents assist their children with their academic work and ensure effective measures and supervisions. They also make provisions for extra school activities that related to academic development of their children to maximize the available time at home. Such parents also keep in touch with the child's teacher and school authority to monitor the child's progress in school. Parents' involvement in their children academic work helps the children to perform better than that of their counterpart.

From the studies reviewed non was carried out in Awgu Local Government Area of Enugu State on the influence of family background on students' academic performance in government in public secondary schools which is the gap this study intends to fill.

CHAPTER THREE

METHODOLOGY

This chapter discusses the method adopted in carrying out the study, which includes; Research Design, Area of the Study, Population of the Study, Sample and sampling Techniques, Instrument for Data Collection, Validation of Instrument, Reliability of the instrument, Method of Data Collection and Method of Data Analysis.

Research Design

This study adopted descriptive survey research design. Descriptive survey research design, according to (Osuala, 2017), descriptive survey research design focuses on people, their opinions, attitudes, motivation and behaviors. Osuala further stated that descriptive survey identifies the present conditions, prevailing needs as well as provides information on which to base sound decision. This research design was applied because an intact number of populations were expected to be used.

Area of Study

The area of the study was Awgu Local Government Area of Enugu State. Awgu Local Government Area (LGA) in Enugu State, Nigeria, is known as the "mother" LGA, serving as a cultural and political hub for the Greater Awgu region, with its headquarters in Awgu Town. Awgu LGA is famous for its hills, rich in agricultural produce like cassava, yam, and beans etc. The Orie Awgu market. Created in 1976, it's part of the Enugu West Senatorial Zone, characterized by picturesque terrain and agrarian economies, with numerous communities like Agbogugu, Mgbidi, and Amoli.

This area of study was considered appropriate for the present study because Awgu local government area of Enugu state were among the privileged local government areas that received

government assistance in the provision of Information Communication Technology (ICT) and other teaching instructional materials. Hence, the researcher will investigate whether family background will influence academic performance of students in government in the senior secondary schools.

Population of the Study

The population of this study was 2785 consisting of teachers and students of Government in public secondary schools in Awgu Local Government Area of Enugu State. The population according to the census figure released by the Post Primary School Management Board (PPSMB) Enugu in 2025/26 academic session were obtained from fourteen (14) public secondary schools in Awgu Local Government area. The total number of teachers of government in senior secondary is three hundred and two (302) teachers and 2483 students which gave the total of 2785 as the population of the study (PPSMB, 2025/2026).

Sample and Sampling Technique

The sample size of the study was 200 respondents. The researcher used simple random sampling techniques in deciding the particular schools to investigate. Five (5) public senior secondary schools out of 14 public senior secondary schools in Awgu local government area were sampled to give a fair representation of the schools in the local government. Twenty (20) teachers were randomly selected, four (4) teachers from each selected school, thirty six (36) students were randomly selected from each of the five selected secondary schools in Awgu local government, giving a total of one hundred and eighty (180). In total, the respondents made up of teachers and students from each of the selected five (5) public senior secondary schools.

Instrument for Data Collection

The instrument used for data collection was structured questionnaire named Influence of Family Background Questionnaire (IFBQ) which developed by the researcher. It was structured based on the research questions which guided the study. The questionnaires items were structured using four points likert rating scale of Very High Extent (VHE), High Extent (HE), Very Low Extent (VLE) Low Extent (LE) and the weight rating will be 4, 3, 2, and 1. Each research question contains 5 cluster items which respectively make the questionnaire items to have a total of 20 cluster items.

Validation of Instruments

The instruments for data collection on the influence of family background on students Academic Performance in government was subjected to face validity by three experts; two from Social Science Education and one from Measurement and Evaluation. These experts were from the Faculty of Education of Godfrey Okoye University Enugu. The questionnaires items were critically examined and possible corrections and suggestions made was effected by the researcher before final production of the instrument.

Reliability of the Instrument

For the reliability of this study, the researcher employ Cronbach Alpha reliability test to ascertain the reliability of the questionnaire. A pilot study was conducted in three (3) secondary schools in another Local Government Area which were not part of the sample used in the study. The researcher after sharing out the questionnaire to the respondents to elicit their responses at different occasions collected it from them. The data obtained were used to compute the reliability coefficient using the Cronbach Alpha which gave a result of 0.93. This showed there is high degree of association between the two results.

Method of Data Collection

Copies of the questionnaire were administered to students and teachers in the five (5) selected senior secondary schools in Awgu Local Government Area of Enugu State by the researcher with the help of two research assistants that was given one-day training by the researcher on how to administer and retrieve copies of the questionnaires. The questionnaire was collected on the spot by the researcher with the help of research assistant.

Method of Data Analysis

The data collected was analyzed using mean score and standard deviation. If Very High Extent (VHE) was rated 4, High Extent (HE) was rated 3, Very Low Extent (VLE) was rated 2, and Low Extent was rated 1. To ascertain the benchmark for decision rule, $4 + 3 + 2 + 1 = 10$ divided by 4 scales equal to 2.50. the decision rule was that any items that receive a mean rating of 2.50 and above was regarded as accepted while any mean rating below 2.50 was regarded as rejected.

CHAPTER FOUR

PRESENTATION OF DATA AND RESULTS

This chapter is devoted to the analysis and interpretation of data collected in the process of this study.

Research Question 1: To what extent does influence of parental socio-economic status affect students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State?

Table 1: Respondents responses on the extent does influence of parental socio-economic status affect students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State

N = 200

S/N	ITEMS	MEAN (X)	STD	DECISION
1.	High parental education often leads to better academic performance and more resources for students?	3.10	0.77	Accepted
2.	Higher income of parents enables access to better schools which influence academic performance of student?	3.27	0.81	Accepted
3.	Well trained parents will provide more academic guidance, networks and value education more?	3.20	0.81	Accepted
4.	Economic status of parents affects home stability, study space, nutrition and access to learning tools?	3.10	0.78	Accepted
5.	Higher economic status of parents may engage more with teachers and help with homework?	3.20	0.81	Accepted
	Grand Mean	3.20	0.80	Accepted

From the table above, it can be seen that responses from 1,2,3,4, and 5 with the mean scores of 3.10, 3.27, 3.20, 3.10, and 3.20, and standard deviation of 0.77, 0.81, 0.81, 0.78 and 0.81 were above cut off point of 2.5 and therefore accepted. This shows that high parental education often leads to better academic performance and more resources for students, higher income of parents enables access to better schools which influence academic performance of student, well trained parents will provide more academic guidance, networks and value education more. Economic

status of parents affects home stability, study space, nutrition and access to learning tools, and higher economic status of parents may engage more with teachers and help with homework.

Research Question 2:

To what extent does influence of broken homes affect students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State?

Table 2: Respondents responses on extent does influence of broken homes affect students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State

N = 200

S/N	ITEM DESCRIPTION	MEAN (X)	STD	DECISION
6.	Broken family cause emotional stress, influencing focus, attendance and motivation?	3.10	0.77	Accepted
7.	Single parents or guardians may have less time/resources for academic help?	2.90	0.72	Accepted
8.	Economic challenges post-breakup can limit access to resources which influence students academic performance?	3.05	0.76	Accepted
9.	Exposure to conflict or violence influence mental health and concentration of students?	3.24	0.81	Accepted
10.	Reduced parental engagement in education influence students academic performance?	3.4	0.85	Accepted
	Grand Mean	3.36	0.67	Accepted

From the table above, it can be seen that responses from 6,7,8,9, and 10 with the mean scores of 3.10, 2.90, 3.05, 3.24, and 3.40 and standard deviation of 0.77, 0.72, 0.76, 0.81, and 0.85 were above cut off point of 2.5 and therefore accepted that broken family cause emotional stress, influencing focus, attendance and motivation, single parents or guardians may have less time/resources for academic help, economic challenges post-breakup can limit access to resources

which influence students academic performance, exposure to conflict or violence influence mental health and concentration of students, and Reduced parental engagement in education influence students academic performance.

Research Question 3:

To what extent does influences of family size affect students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State?

Table 3: Respondents Responses on the extent does influences of family size affect students' academic performance in Government in public secondary schools in Awgu Local Government Area of Enugu State

N = 200				
S/N	ITEM DESCRIPTION	MEAN (X)	STD	DECISION
11.	Larger families may mean fewer resources (time, money, attention per child which influence students academic performance?	3.30	0.65	Agreed
12.	More siblings can reduce individual parent-child interaction and support which influence students academic performance?	3.35	0.67	Agreed
13.	Bigger families often face more economic pressure influencing access to resources and affects students academic performance?	2.90	0.58	Agreed
14.	Crowded homes can influence study space and increase stress?	3.15	0.63	Agreed
15.	Birth order and sibling relationships can influence personality and motivation thereby influencing students academic performance?	3.30	0.66	Agreed
	Grand Mean	3.20	0.63	Agreed

From the table above, it can be seen that responses from 11,12,13,14, and 15 with the mean scores of 3.30, 3.35, 2.90, 3.15, and 3.30 and standard deviation of 0.65, 0.67, 0.58, 0.63, 0.66, and 0.63 were above cut off point of 2.5 and therefore accepted with the statement that larger families may mean fewer resources (time, money, attention per child which influence students academic performance, more siblings can reduce individual parent-child interaction and support which

influence students academic performance, bigger families often face more economic pressure influencing access to resources and affects students academic performance, Crowded homes can influence study space and increase stress, and birth order and sibling relationships can influence personality and motivation thereby influencing students academic performance.

Research Question 4: To what extent does influence of Educational background of parents affects students' academic performance in Government in public secondary schools in Awgu Local government Area of Enugu State?

Table 4: Respondents responses on the extent does influence of Educational background of parents affects students' academic performance in Government in public secondary schools in Awgu Local government Area of Enugu State

N = 200				
S/N	ITEMS	MEAN (X)	STD	DECISION
16.	Educated parents often help with homework, project, and understanding schoolwork?	3.30	0.66	Accepted
17.	Parents with higher education often emphasize its importance, boosting student motivation?	3.25	0.65	Accepted
18.	Educated parents create more stimulating environments for students?	3.10	0.65	Accepted
19.	Educated parents provide more resources which influence students academic performance?	3.40	0.68	Accepted
20.	Educated parents engage more with teachers, boosting students performance?	3.10	0.60	Accepted
	Grand Mean	3.21	0.64	Accepted

From the table above, it can be seen that responses from 16,17,18,19, and 20 with the mean scores of 3.30, 3.25, 3.10, 3.40, and 3.10, and standard deviation of 0.66, 0.65, 0.62, 0.68 and 0.60 were above cut off point of 2.5 and therefore accepted. This shows that educated parents often help with homework, project, and understanding schoolwork, parents with higher education often emphasize its importance, boosting student motivation, Educated parents create more stimulating

environments for students, educated parents provide more resources which influence students academic performance, and Educated parents engage more with teachers, boosting students performance.

Summary of the Findings

- Parental socio-economic status affects students' academic performance in Government in public secondary schools
- Broken homes affect students' academic performance in Government in public secondary schools
- Family size affect students' academic performance in Government in public secondary schools
- Educational background of parents affects students' academic performance in Government in public secondary schools

CHAPTER FIVE

DISCUSSION, CONCLUSION, EDUCATIONAL IMPLICATION, RECOMMENDATIONS AND SUMMARY OF THE STUDY

This chapter shows the result of the study, based on the data interpretations made in chapter four which are examined and inference drawn from there.

Discussion of the Findings

The discussion of the findings was treated under the following subheadings:

- Extent parental socio-economic status affect students' academic performance in Government in public secondary schools
- Extent broken homes affect students' academic performance in Government in public secondary schools
- Extent family size affect students' academic performance in Government in public secondary schools
- Extent Educational background of parents affects students' academic performance in Government in public secondary schools

Extent parental socio-economic status affect students' academic performance in Government in public secondary schools

The findings shows that high parental education often leads to better academic performance and more resources for students, higher income of parents enables access to better schools which influence academic performance of student, well trained parents will provide more academic guidance, networks and value education more, Economic status of parents affects home stability, study space, nutrition and access to learning tools, and higher economic status of parents may

engage more with teachers and help with homework. This investigation aligns with the view of Ahawo (2021) who revealed that family influence plays a crucial role in students' academic lives, emphasizing that socio-economic status affects academic performance.

Children have certain physical and psychological needs that, when met; contribute positively to their academic success. These needs include a conducive learning environment and access to educational materials, which are often dependent on family socio-economic status.

Extent broken homes affect students' academic performance in Government in public secondary schools

From the results of the findings, it shows that broken family cause emotional stress, influencing focus, attendance and motivation, single parents or guardians may have less time/resources for academic help, economic challenges post-breakup can limit access to resources which influence students academic performance, exposure to conflict or violence influence mental health and concentration of students, and Reduced parental engagement in education influence students academic performance. This result is in line with the conclusions of Wallerain and Kelly (2020) which revealed that the absence of father is often viewed as partially harmful to self esteem looking at the above critically one will be correct to say that a students that has no self esteem will not be able to perform well in his academic work and as such he will not be able to perform well both for internal and external examination.

Extent family size affect students' academic performance in Government in public secondary schools

From the results of the findings, it shows that larger families may mean fewer resources (time, money, attention per child which influence students academic performance, more siblings can reduce individual parent-child interaction and support which influence students academic performance, bigger families often face more economic pressure influencing access to resources and affects students academic performance, Crowded homes can influence study space and

increase stress, and birth order and sibling relationships can influence personality and motivation thereby influencing students academic performance. This result is in agreement with the opinion of Femi and Adewale (2019) which revealed that a child brought into the world by polygamous family will find it undeniably challenging to get together with the monetary requests of his school. Since there are a lot of children and spouses to be careful with and as such the monetary obligation on the family will be exceptionally high such child will be impacted adversely aside from the family is light.

Extent educational background of parents affects students' academic performance in Government in public secondary schools

From the findings, it shows that educated parents often help with homework, project, and understanding schoolwork, parents with higher education often emphasize its importance, boosting student motivation, Educated parents create more stimulating environments for students, educated parents provide more resources which influence students academic performance, and Educated parents engage more with teachers, boosting students performance. The result is in consonance with the findings of Adembimpe, (2020) that revealed it is worthless that "parent" interest in their instructive yearning for their children cannot be isolated from their very own schooling and social level. A knowledgeable parent will hold in high regard the schooling of their children. This will make them put more worth into the schooling of their children.

Conclusion

Based on the findings of this study, it was concluded that family background have influence on students academic performance in secondary schools in Awgu Local Government Area of Enugu state. The implications of this was that students from low socio-economic background, broken homes, large family size and type and poor educational background are usually subjected to

compromise educational upbringings. Consequence to this effect, the study shows that parents has influence on students academic performance.

Implication of the Study

Based on these findings, however, it cannot be confirmed with certainty that students from broken homes are worse off than those from intact marriage because some may be experiencing violence, which has more negative effect than living peacefully with one parent. All in all, parents need to ensure the safety of their children whether they are in marriage or outside of it for a simple reason that children need to be brought up in peaceful environment to ensure upright future generation.

Limitations of the study

The researcher encountered some challenges on the process of carrying out this study. They include:

1. The researcher faced a lot of difficulty in getting her questionnaire validated by three experts in her field of study.
2. Some of the respondents were reluctant in completing the questionnaire.
3. Some of the respondents decline when the researcher was giving them the questionnaire.

Recommendations of the study

On the basis of the results obtained from the research and the literature reviewed, the following recommendations were made:

1. Parents need to boast their socio-economic status in order to meet up with their children needs in school.
2. Parents should be made to appreciate the importance of unity as broken homes distract students from concentrating on their academic pursuit. Parents should be actively involved in encouraging students to learn and also in supervising students academic work at home.

3. Parents should make effort to control the size and type of their families to a manageable level. This will allow them make good use of the available wealth to care for the educational needs of their children, and this could lead to the high level of academic performance of their children.
4. Government should look into educational background of parents by increasing their pay level which will help them meet up with their children needs.

Suggestions for further studies

The further study is enhanced to other researchers particularly on effective strategies towards minimizing broken marriages among couples.

Summary of the Study

This study investigated the influence of family background on students' academic performance in government in public secondary schools in Awgu Local Government Area of Enugu State., the researcher developed a descriptive survey with a sample size of two hundred (200) respondents from the five (5) selected senior secondary schools in Awgu Local Government Area of Enugu State. The study examined four (4) research questions and analyzed using mean score and standard deviation.

Findings reveal that family background factors are very crucial and have significant influence on students academic performance in Awgu Local Government Area of Enugu State, Nigeria. For instance, it was made evident that parents with high educational background, and those with high socio-economic status motivate their children to study hard than those of their counterparts. This suggest that to a very high extent, family background plays a pivotal role in students academic performance.

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APPENDIX A

Department of Social Science
Education
Godfrey Okoye University
Thinkers Corner, Enugu.
April, 2026.

Dear Respondent,

REQUEST FOR FILLING OF RESEARCH INSTRUMENT

I am a final year student carrying out a research on influence of Family Background on Students' Academic Performance in Government in Public Secondary Schools in Awgu Local Government Area of Enugu State. I want to appeal to you to kindly fill the items in the questionnaire. This is strictly for research purpose and any information given by you will be treated with utmost confidentiality.

Thanks for your anticipated cooperation.

Yours sincerely

.....
Chime Amarachi Queendaline

APPENDIX B QUESTIONNAIRE

Section A

1. Gender: Male ☐ Female ☐
2. Class (Students): SS II ☐
3. Year of experience: 1-5 year ☐ 6 and above ☐

SECTION B:

Instruction: please tick (✓) in the space provided in accordance to the order of Very High Extent (VHE) rated 4, High Extent (HE) rated 3, Very Low Extent (VLE) rated 2 and Low Extent (LE) rated 1

Cluster I: Extent parental economic status influence students' academic performance in Government in secondary schools in Awgu Local Government Area of Enugu State?

S/N	Indicate your extent of agreement with each of the following statements by ticking (✓) in the appropriate column on your right: To what extent does:	VHE 4	HE 3	VLE 2	LE 1
4.	High parental education often leads to better academic performance and more resources for students?				
5.	Higher income of parents enables access to better schools which influence academic performance of student?				
6.	Well trained parents will provide more academic guidance, networks and value education more?				
7.	Economic status of parents affects home stability, study space, nutrition and access to learning tools?				
8.	Higher economic status of parents may engage more with teachers and help with homework?				

Cluster 2: Extent broken homes has influenced students' academic performance in Government in secondary schools in Awgu Local Government Area of Enugu State?

S/N	Indicate your extent of agreement with each of the following statements by ticking (✓) in the appropriate column on your right: To what extent does:	VHE 4	HE 3	VLE 2	LE 1
9.	Broken family cause emotional stress, influencing focus, attendance and motivation?				
10.	Single parents or guardians may have less time/resources for academic help?				
11.	Economic challenges post-breakup can limit access to resources which influence students academic performance?				
12.	Exposure to conflict or violence influence mental health and concentration of students?				
13.	Reduced parental engagement in education influence students academic performance?				

Cluster 3: Extent family size influenced students' academic performance in Government in secondary schools in Awgu Local Government Area of Enugu State?

S/N	Indicate your extent of agreement with each of the following statements by ticking (✓) in the appropriate column on your right	VHE 4	HE 3	VLE 2	LE 1
14.	Larger families may mean fewer resources (time, money, attention per child which influence students academic performance?				
15.	More siblings can reduce individual parent-child interaction and support which influence students academic performance?				
16.	Bigger families often face more economic pressure influencing access to resources and affects students academic performance?				
17.	Crowded homes can influence study space and increase stress?				
18.	Birth order and sibling relationships can influence personality and motivation thereby influencing students academic performance?				

Cluster 4: Extent educational background of parents has influenced students' academic performance in Government in secondary schools in Awgu Local government Area of Enugu State?

S/N	Indicate your extent of agreement with each of the following statements by ticking (✓) in the appropriate column on your right: To what extent does:	VHE 4	HE 3	VLE 2	LE 1
1.	Educated parents often help with homework, project, and understanding schoolwork?				
2.	Parents with higher education often emphasize its importance, boosting student motivation?				
3.	Educated parents create more stimulating environments for students?				
4.	Educated parents provide more resources which influence students academic performance?				
5.	Educated parents engage more with teachers, boosting students performance?				

APPENDIX C

RELIABILITY COMPUTATION USING CRONBACH ALPHA

GET

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DATASET CLOSE DataSet6.
DATASET ACTIVATE DataSet1.
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  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

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Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability

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RELIABILITY

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Scale: ALL VARIABLES

Case Processing Summary

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Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability

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RELIABILITY

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Scale: ALL VARIABLES

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Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability

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RELIABILITY

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		N	%
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	Excluded(a)	0	.0
	Total	200	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.656	5

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded(a)	0	.0
	Total	200	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
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