



Influence of Familial Socioeconomic Status on Academic Outcomes in Secondary Education: A Comparative Study



Lilian Kuyiena Song^{1,2*}, Killian Yuh Nfu³

¹ Department of Didactics, Curriculum Development and Teaching, Higher Institute for Professionalism, 8725 Yaounde, Cameroon

² Department of Education science, University of Palacky, 7710 Olomouc, Czech Republic

³ Department of Production Engineering, Silesian University of Technology, 44-100 Gliwice, Poland

* Correspondence: Lilian Kuyiena Song (songlilian7@gmail.com)

Received: 06-14-2023

Revised: 06-22-2023

Accepted: 06-27-2023

Citation: Song, L. K. & Nfu, K. Y. (2023). Influence of familial socioeconomic status on academic outcomes in secondary education: A comparative study. *Educ Sci. Manag.*, 1(1), 43-57. <https://doi.org/10.56578/esm010105>.



© 2023 by the authors. Licensee Acadlore Publishing Services Limited, Hong Kong. This article can be downloaded for free, and reused and quoted with a citation of the original published version, under the CC BY 4.0 license.

Abstract: This study investigates the correlation between familial backgrounds and academic performance among secondary school students. Previous research supports the assertion that parental involvement constitutes a significant factor in a child's educational journey, representing their primary exposure to societal and educational structures. To achieve the research objective, three main research questions were addressed. A survey-based approach was adopted, implementing a random sampling technique to select a total of 66 respondents, consisting of 40 females and 26 males. Data were gathered through questionnaires and subsequently analyzed using descriptive statistics. The data were presented in tabular form to facilitate a clearer understanding of students' perceptions of familial background and its potential effects on academic achievement. The study revealed a pronounced positive correlation between family background and student academic performance within the learning institution. The study concludes that familial socioeconomic status plays a pivotal role in student academic outcomes. Thus, a collaborative approach involving both parents and educators in children's educational activities is recommended to enhance academic achievement.

Keywords: Secondary school performance; Student achievement; Parental education; Parental involvement in education

1. Introduction

This section aims to elucidate the background of the study, identify research problems, specify research questions and objectives, underscore the study's significance, outline the scope of the study, and define key terms.

1.1 Research Background

Education, a fundamental process and system designed to enhance the quality of a nation's population, serves as the cornerstone of human development and labor-force quality throughout childhood (Aderinoye & Ojokheta, 2004; Baghmalek, 2021; Gryshova et al., 2017). Institutional learning during childhood not only influences individual achievement and well-being but also reshapes the labor force and the capacity of societies to drive national growth (Irwin et al., 2007; Li & Qiu, 2018). In Cameroon, the Parents Teachers Association (PTA) plays an instrumental role in fostering an understanding of student challenges by bringing parents into classrooms. This interaction has resulted in a noticeable reduction in negative behaviors such as peer-pressure, disobedience, and juvenile delinquency in most secondary schools since the PTA's inception. Despite the emphasis on the impact of family background on higher education achievements (Goldrick-Rab et al., 2016; Hanushek & Woessmann, 2011), it should be noted that educational achievement is a continuous process. The effects of prior stage achievements likely impact later-stage achievements, both cumulatively and probabilistically (Björklund & Salvanes, 2011). Consequently, the primary objective of mandatory education is to ensure equality at the onset of a student's learning trajectory, irrespective of their family background.

1.2 Problem Statement

Family background plays a pivotal role in students' academic performance, influencing them in several ways (Cian et al., 2022; de Jong et al., 2022). These influences can manifest as difficulties in understanding key concepts due to language barriers, a lack of parental involvement, limited local studies on schools, and poor nutrition leading to health issues and consequent absenteeism (Huang et al., 2022; Khasawneh, 2021). This study aims to propose solutions to enhance the effectiveness of the teaching-learning process in light of these identified issues.

1.3 Objectives of the Study

The study primarily aims to investigate the influencing factors of family background on learning performance in secondary schools in Cameroon. More specifically, it seeks:

- To understand the impact of parental involvement on their children's academic performance.
- To examine the relationship between family background and academic performance of secondary students.
- To assess the influence of a family's socioeconomic status on academic performance.

1.4 Research Questions

This study is guided by the primary question: What is the impact of family background on academic performance in Cameroonian secondary schools? Specifically, it attempts to answer:

- How does parental involvement affect academic performance in Cameroonian secondary schools?
- What is the relationship between family background and academic performance in Cameroonian secondary schools?
- How does a family's socioeconomic status influence academic performance in Cameroonian secondary schools?

1.5 Significance of the Study

The findings of this study are anticipated to benefit educational personnel, the government, parents, academic bodies, and the broader society (Ng & Yuen, 2015). The study underscores the importance of parental involvement in education, the impact of family background on student performance, and the need for policies that consider student backgrounds.

1.6 Significance of the Study

The objectives of this research encompass the elucidation of the vital role family background plays in the academic performance of students, which is anticipated to be beneficial to educational personnel, government, parents, and academic bodies (Ng & Yuen, 2015).

For parents, the findings of this study are expected to elucidate the criticality of parental involvement in children's education, highlighting its substantial impact on enhancing academic performance. This serves as a cogent reminder of the pivotal role played by Parent-Teacher Associations (PTAs) in students' academic lives. It is essential to acknowledge that parents bear significant responsibility for their children's educational outcomes. The European education model, wherein education is predominantly funded by the state, contrasts sharply with models where parental financial contributions may inadvertently foster a blame culture directed at educators.

For students, the study provides insights into the benefits accrued from leveraging familial support for academic advancement. High academic achievement, improved social skills, and better behavior are some of the positive outcomes. The research emphasizes the importance of fostering strong relationships with parents, who often serve as invaluable mentors and supporters.

Teachers stand to benefit through heightened awareness of the diverse cultural backgrounds of their students, which is crucial in fostering an unbiased and inclusive learning environment. This awareness is particularly salient in contexts such as Cameroon, where over 260 ethnic groups exist, making the educational landscape particularly diverse. Moreover, it is expected that the recognition of positive student outcomes will serve as a source of professional fulfillment for educators.

School authorities are expected to derive insights into devising effective strategies for promoting parental engagement, including organizing parent-teacher conferences and maintaining communication through phone calls. Such engagement is posited to be fundamental in fostering positive academic outcomes.

Stakeholders, including policymakers, will find this study significant as it underlines the importance of considering family background in formulating educational policies. This research may catalyze the development of legislation that promotes parental involvement as a cornerstone for enhancing academic achievement.

Lastly, societies at large are anticipated to recognize the instrumental role of family background in education, thus highlighting the necessity for parental investment beyond financial contributions.

1.7 Scope of the Study

This study primarily examines the influence of family background on the academic performance of secondary school students in Cameroon. Geographically, the study is confined to the central region of the Republic of Cameroon, with schools situated in the Yaoundé IV Sub Division. Specifically, data were collected from Progressive Evening School Ekoudoum and Government Bilingual High School Ekounou.

1.8 Operational Definitions of Key Terms

Family Background: Defined as the social, racial, and economic origins of an individual, family background encompasses educational experiences and financial circumstances (Collins English Dictionary).

Parental Involvement: Considered a gamut of strategies essential for the advancement of quality education (Encyclopedia). It involves the direct engagement of parents in their children's educational processes, guiding and supporting them in fulfilling their learning obligations (Clinton & Hattie, 2013).

Parenting Styles: Refers to the amalgamation of strategies employed by caregivers in child-rearing (Diane Baumrind in the 1960s).

Parenting: Denotes a systematic process encompassing physical, emotional, social, and intellectual development support for a child (MacMillan English Dictionary).

Parent: Defined as a person's father or mother (MacMillan English Dictionary). In this study, the term refers to the primary caregivers with whom the student resides. This includes biological parents or guardians.

Mechanism: Refers to a natural or established process through which something occurs or is effected.

Academic Learning Performance: Refers to the extent to which a student, educator, or institution has attained their short-term or long-term educational objectives (Wikipedia).

Academic Outcome: Represents the learning attributes, acquired knowledge, and skills that are developed through course activities or work and other educational experiences, measured against course aims or objectives (Wikipedia).

2. Literature Review

The significance of family background in children's education has been highlighted as being comparable to the influence of educators, counselors, and peers (Effiom et al., 2023; Hrabéczy et al., 2023). This background has been linked to factors such as motivation, wellbeing, and performance within educational institutions. Extensive research has been conducted to ascertain the impact of family background on academic performance. This has prompted various stakeholders, including government and private educational institutions, to incorporate family background considerations within educational frameworks. This chapter synthesizes literature and relevant theories to elucidate the involvement of family background in children's education, as well as its relationship with academic performance.

2.1 Synthesis of Literature Review

The origins of a person's family, encompassing social, racial, and financial factors, have been indicated to play a pivotal role in shaping the educational experiences and outcomes (Effiom et al., 2023). This section synthesizes the literature regarding the various types of parental involvement and their subsequent impact on academic performance.

Parenting has been identified as a primary avenue through which support for children's learning is fostered by providing a conducive family environment. It has been suggested that educators can facilitate parental involvement through workshops, assistance in accessing support programs, and advocating for education-promoting behaviors, such as reading (Mah et al., 2022b). Moreover, the role of financial stability as a determinant in fostering an enriching environment has been emphasized. It has been posited that children from economically stable backgrounds tend to exhibit higher educational achievements than those from economically disadvantaged backgrounds.

Communication is critical in parental involvement. The facilitation of communication channels, allowing for seamless interaction between parents and educators, has been deemed essential. The incorporation of multilingual platforms for parent-teacher conferences, coupled with regular communication through electronic means, is considered conducive to parental involvement. Furthermore, the advent of digitalization has seen the integration of Artificial Intelligence and Natural Language Processing in facilitating communication between parents and children through mobile applications (Mah et al., 2022a).

Volunteering within educational institutions is another direct means for parental involvement. Institutions are encouraged to create avenues for parents to assist within the learning environment and be cognizant of their voluntary responsibilities and opportunities.

Learning at home is another essential aspect of parental involvement. Educators are encouraged to furnish parents with resources to facilitate learning at home. According to Muzam et al. (2023), learning is bifurcated into formal and informal domains, where informal learning from parents is deemed to have a more significant impact than formal learning from educational institutions.

Decision-making in educational institutions is often a collaborative effort between educators and parents. It is vital for parents to be active participants in Parent Teacher Associations or Organizations (PTA/PTO), contributing to institutional decision-making processes. According to Mah et al. (2022b), effective communication between institutions and parents is correlated with improved student performance and operational logistics within academic settings.

Collaboration with the community encompasses a holistic approach to parental involvement, taking into consideration community settings that include the school system and curriculum. The development of community service projects involving educators, students, administrators, parents, and policymakers fosters a collaborative environment. Inviting community leaders to partake in classroom activities and parental events is seen as beneficial.

In conclusion, this section has synthesized literature that demonstrates the multifaceted nature of parental involvement, underlining the importance of the family background in education. The ensuing section will delve into theories relevant to the family background and its relation to academic performance.

2.2 Parental Involvement in Learning and Academic Performance

It is widely acknowledged that education commences within the household environment. The salience of parental involvement as a determinant in children's education has been well-documented (Ackah-Jnr, 2022; Freeman et al., 2022). The propensity for academic excellence is observed to be directly proportional to the extent of parental involvement in the learning process. Engaged parents foster academically productive members of society (Abdullah et al., 2023; Bryan, 2005; Kong & Yasmin, 2022).

2.2.1 Models of parental involvement

A myriad of parental involvement models exists, encompassing an array of activities that engage parents in both domestic and educational settings, thereby nurturing a propitious disposition towards their offspring's education (Grolnick & Slowiaczek, 1994; Kohl et al., 2000; Premo et al., 2023; Tang & Tran, 2023; Topor et al., 2010). A distinction has been drawn between parental involvement activities and their impact on children's attitudes toward educational institutions. It has been discovered that increased frequency of certain activities correlates with higher instances of disruptive behavior in educational settings (Izzo et al., 1999), whereas a positive attitude towards learning institutions is associated with enhanced academic performance.

2.2.2 Psychological aspects and family dynamics

Mah (2023) discusses the ramifications of parental bias and intrafamilial racism on children's psychological well-being, which can subsequently impinge upon academic performance. Effective parental involvement is imperative in ameliorating biases among siblings and precluding the development of prejudicial inclinations within the family. Both fathers and mothers have been demonstrated to play significant roles in educational outcomes (Bamber et al., 1996; Bruno et al., 2022; Mayo & Siraj, 2015). The level of parental involvement has been identified as a more reliable predictor of academic success than either income or social status. Moreover, the efficacy of communication channels between parents and educational institutions is deemed vital for student success (Levin, 2001).

Family structure and its financial standing have also been recognized as key determinants in children's academic performance. For example, Dsw & WuWu (2021), Miller (2021), and Ngure et al. (2017) elucidate the impact of family dynamics and economic disparities on children's academic performance. Adolescents from financially stable homes are found to exhibit superior academic performance and adaptive behavior compared to those from less affluent backgrounds. Notably, a correlation has been established between a family's financial situation and the number of children, with wealthier families often having fewer children. Such families tend to allocate more time and resources to their children's education.

2.2.3 Implications of single-parent homes

Children from single-parent households or those experiencing parental separation are found to confront emotional and psychological challenges which can adversely affect their academic performance. The absence of either maternal or paternal involvement has differing effects on children depending on their gender. The vital roles played by both parents in the holistic development of children are emphasized. Furthermore, the marital status of parents and the quality of their relationships have been found to significantly influence children's academic performance. Single-parent households often result in fragmented parental guidance which can hinder the educational progress of children.

2.2.4 Socio-economic status and academic achievement

The socio-economic status of a family, including factors such as occupation, income, and educational background, is a crucial determinant in children's academic achievement. This status influences the ability of parents to provide essential resources such as nutrition, shelter, and educational materials. Moreover, the socio-economic status is likely to determine the quality and frequency of parental involvement in children's educational activities.

In conclusion, parental involvement is a multifaceted construct that encompasses various models and is influenced by psychological, familial, and socio-economic factors. The literature reviewed highlights the imperative nature of parental engagement and its direct correlation with children's academic performance. There is consensus among scholars on the crucial role of both mother and father in fostering an environment conducive to academic achievement and well-rounded development.

2.3 Impact of Family Background on Academic Achievement

The family background has been acknowledged to significantly influence the academic performance of students through the cultivation of learning behaviors and the provision of an essential learning environment. Coleman's seminal report (1966) posited that family environments potentially exert a more profound impact on academic achievement compared to educational institutions (Coleman et al., 1966). It has been suggested that the positive attitudes and achievements fostered by responsive parenting are markedly contrasted with the outcomes observed in children subjected to demanding parenting. The underlying premise posits that parents possess the capacity to inculcate positive attitudes and behaviors in children concerning education, which is particularly salient given that academic performance is observed to be superior when parents demonstrate engagement with school activities and provide the necessary support (Ryan & Deci, 2000).

A plethora of research has substantiated the integral role of the family in academic achievement, particularly underscoring the importance of a robust nexus between home-based learning and formal educational institutions. The family environment is characterized by numerous features, including socio-economic status, family structure, and parental education, which collectively contribute to the educational experiences and outcomes of children (Amato & Keith, 1991).

It has been demonstrated that the socio-economic milieu in which a family is situated significantly influences children's academic performance. Particularly in African countries, including Cameroon, disparate circumstances are observed to impact student achievements. For instance, children hailing from socio-economically disadvantaged backgrounds are often subjected to adverse conditions such as inadequate lighting for study due to electricity unavailability, lack of educational resources, and limited learning opportunities outside of school. Moreover, such children are reported to experience higher levels of stress and are sometimes encouraged by parents to associate with peers from more affluent backgrounds in an attempt to access educational resources.

Conversely, it is reported that families with favorable socio-economic backgrounds, characterized by positive parent-child interactions, are more likely to have children who are motivated and perform well academically. Furthermore, children whose parents are highly educated are often encouraged to harbor high aspirations, which subsequently translates into enhanced academic performance.

The findings of this study support the assertion made by Hargreaves (2002) that students in Germany experience fewer problems when both parents are actively involved in their lives. This involvement allows for the identification and resolution of issues, such as bullying, before they become unmanageable. The desire for quality education in Kenya is also shown to be of paramount importance, with students and teachers playing key roles as consumers and providers, respectively. However, the integrity of academic and family backgrounds is found to be compromised.

In line with Bandura's (1996) theory, the study reveals that parental and educator behaviors significantly impact students' learning experiences. It is therefore crucial for parents, teachers, and school authorities to model appropriate behaviors that align with the lessons taught in the classroom. This congruence between teachings and real-life application can lead to more positive educational outcomes for students.

In addition to socio-economic factors, family structure has been identified as a significant determinant of academic achievement. Marjoribanks & Mboya (2000) utilized family structure as an illustrative model to elucidate disparities in the academic aspirations of students in South Africa. The research further suggests that the attitudes of parents toward various societal factors, including economic and political aspects, directly impact students' performance. This influence is manifested through various experiences encountered by children, particularly in the domains of socialization, politics, and economics. These experiences, in turn, shape children's reactions to real-world scenarios and their academic performance.

In conclusion, family background, encompassing socio-economic status, family structure, and parental involvement, is a critical determinant in shaping the academic achievements of students. Uwaifo (2008) underscores the necessity for comprehensive support systems involving both parents and educational institutions in fostering conducive environments for learning. It is imperative to recognize and address the challenges faced

by children from disadvantaged backgrounds to ensure equitable educational opportunities for all.

2.4 Theoretical Framework

Theoretical frameworks serve as the backbone of academic research, as they provide the underlying suppositions and statements about how phenomena relate within the research field. Two theories, namely Maslow's hierarchy of needs and Vygotsky's social development theory, are utilized in this study.

2.4.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs, as described by Bakar (2022) and McKenzie et al. (2012), is a psychological framework that posits human needs in a hierarchical manner, typically depicted as a pyramid.

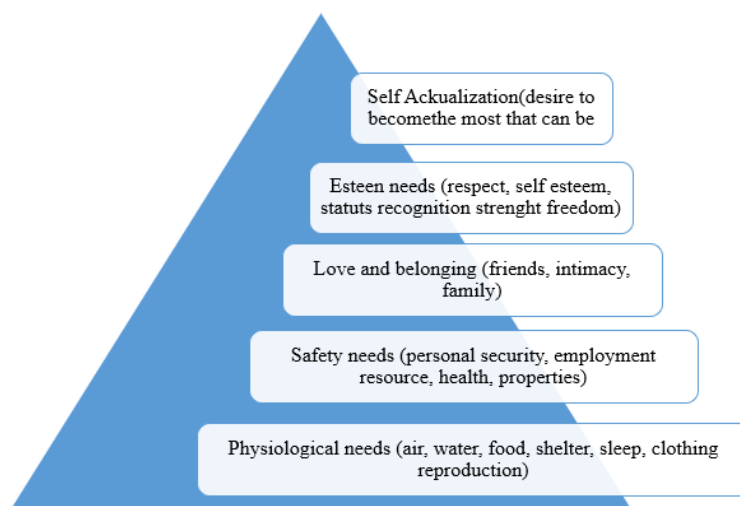


Figure 1. Maslow's Hierarchy of Needs. Source: [Insert the actual source]

In Maslow's model, needs range from physiological at the bottom to self-actualization at the top (Figure 1). It is posited that lower-level needs must be fulfilled before individuals can advance to address higher-level needs (McLeod, 2007). This theory is characterized by the intrinsic drive for self-awareness and the realization of one's potential. The applicability of this theory to the current study stems from the premise that an individual's academic motivation can be enhanced by fulfilling needs at various levels. For instance, when needs pertaining to love and belonging, such as family intimacy and connection, are satisfied, students are postulated to be more motivated to learn. However, it must be acknowledged that this theory presents limitations, such as the lack of empirical methods to ascertain the satisfaction of needs at each level and the progression to higher-level needs. Furthermore, the theory's focus on only a segment of the human population represents a limitation.

2.4.2 Vygotsky's social development theory

Vygotsky's social development theory, which was proposed in 1934, characterizes learning as a social process, and attributes the origin of human intelligence to culture and social interaction. According to this theory, learning first occurs through interaction with others and is subsequently integrated into the individual's mental structure (Blunden, 2021; Smolucha & Smolucha, 2021). It is postulated that parents serve as "knowledgeable partners" (Jansen-van Vuuren et al., 2023), facilitating a child's learning through interaction. This theory accentuates the significance of family background and culture in learning.

It is posited that nurturing and positive interactions within the family environment can bolster academic performance (Ceka & Murati, 2016). Hence, the effects of family background on a child's education are manifested in academic achievement, and this study aims to elucidate the role of family background in learning outcomes.

Figure 2 illustrates the interplay between parents, educational institutions, and teachers. Through the relationships established among these parties, understanding of student psychological needs is believed to be enhanced. Moreover, it is posited that the fostering of relationships between students and educational institutions contributes to the safeguarding of student safety and health.

In summary, the theoretical framework presented herein underscores the salience of fulfilling hierarchical needs and the role of social interaction in learning. These theories collectively serve as the foundation for examining the interplay between family background and academic achievement. Through the integration of Maslow's hierarchy of needs and Vygotsky's social development theory, this study aims to offer insights into how the satisfaction of intrinsic needs and the dynamics of social interactions impact learning outcomes.

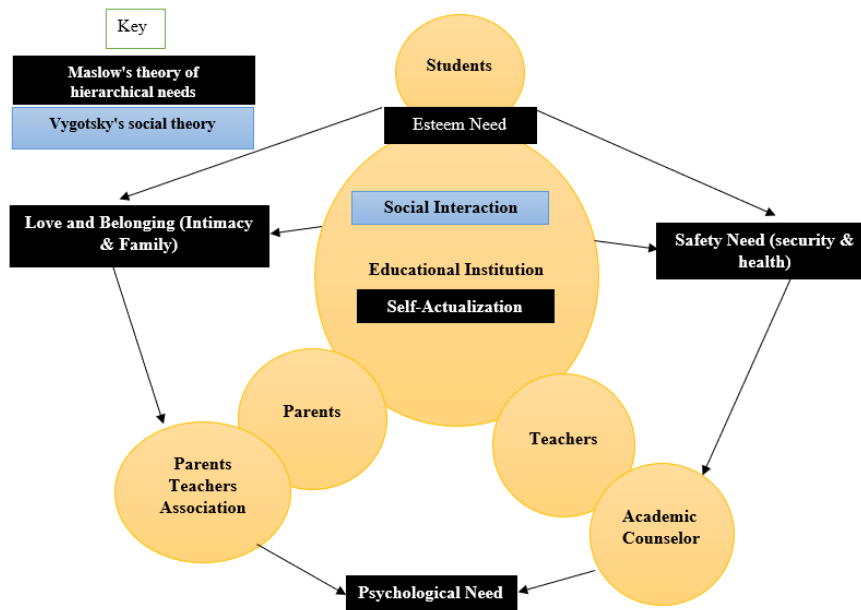


Figure 2. Interaction between parents, educational institutions, and teachers. Source: [Insert the actual source]

3. Methodology

This section elucidates the research methodology adopted in this study, including the research design, geographical area, population, sample size, sampling techniques, data collection instruments, and methods of data analysis.

3.1 Research Design

A descriptive survey design was adopted in this study, facilitating the collection and analysis of data from a sample representing the population in question. The choice of a descriptive survey design was guided by the need to examine subjects in their natural setting without experimental manipulation. The design encompasses procedures for collecting, analyzing, interpreting, and reporting data.

3.2 Study Area

The study was conducted within the Yaoundé IV sub-Division, specifically targeting two educational institutions: Government Bilingual High School Ekonou and Progressive Evening School Ekoundum. The choice of this locale is premised on its relevance in evaluating the impact of family background on students' academic performance, with sociology providing the theoretical underpinning for this investigation.

3.3 Population

The population under study comprised individuals from two secondary schools: Government Bilingual High School Ekounou and Progressive Evening School Ekoundum. In demographic terms, population refers to the aggregate of individuals residing within a specified geographical area over a defined time span.

3.4 Target Population

The study focused on students in forms Four and Five, as well as parents at Government Bilingual High School Ekounou and Progressive Evening School Ekoundum, as depicted in Table 1.

Table 1. Target population

Schools	Students	Parents
G.B.H.S Ekounou	46	10
P. E.S Ekoundum	30	7
Total	76	17

Source: field work

3.5 Sample Size

A sample, representative of the population, consisting of 55 students and 17 parents, was utilized, as shown in Table 2.

Table 2. Sample size below

School	Students	Parents	Total
G.B. H.S Ekounou	30	10	40
P.E.S Ekoundum	25	7	32
Total	55	17	72

Source: field work 2021

3.6 Sampling Technique

Random sampling was employed, whereby each member of the population had an equal chance of inclusion in the sample. This technique was utilized to mitigate selection bias and to promote the representativeness of the sample. Participants were subjected to a ballot process, wherein papers marked ‘Yes’ or ‘No’ were drawn. Those drawing papers marked ‘Yes’ were included in the sample.

3.7 Data Collection Instruments

Data were collected using questionnaires which were designed based on research questions and a review of relevant literature. The majority of the questions were closed-ended, fostering ease of analysis.

3.8 Validation of Instruments

To ascertain the validity, or the extent to which the instrument measured what it purported to, the questionnaire was first submitted to a research supervisor for review. Subsequent to revisions, a pilot test was conducted with a small group of students and parents to gauge the reliability of the instrument. Modifications were made as necessary to ensure comprehension and reliability in the actual administration.

3.9 Administration of Instruments

Permission for questionnaire administration was sought and granted by the school principals. The questionnaires were distributed among students and parents, who were encouraged to provide their responses. The return rate for the questionnaires was 100%.

3.9.1 Data analysis method

The data were analyzed using a percentage formula. Responses were categorized as either favorable (“Yes”) or unfavorable (“No”). The percentage score of unfavorable responses was also calculated using the following formula:

$$\begin{aligned} SN &= \frac{\text{Number of Respondent}}{\text{Sample}} \times 100 \\ \% \text{ Yes} &= \frac{\text{Number of Favourable Respondent}}{\text{Total Number of Responses}} \times 100 \\ \% \text{ No} &= \frac{\text{Number of Unfavourable Respondent}}{\text{Total Number of Responses}} \times 100 \end{aligned}$$

where,

Number of favorable responses or number of unfavorable responses is equal to observe frequency.

Total number of responses equal to expected frequency.

4. Results

4.1 Data Collection and Overview

This section provides a summary of the data collected through questionnaires, return rates, and findings relevant to the objectives of the study. The results are presented in percentages, tabular form, and descriptive text.

As seen in Table 3, both parents and students exhibited a 100% return rate, indicating that all distributed questionnaires were completed and returned.

Table 3. Return rate of questionnaires

Respondents	No sent out	No of respond	No of returns	Percentages
Parents	11	11	11	100%
Students	55	55	55	100%

Sources: field work 2021

4.2 Demographic Information and Statistical Analysis

This section examines how students' and parents' involvement shapes students' lives, with a focus on their activities and learning habits.

The demographics presented in this section include the gender distribution and ages of students.

Table 4. Distribution of respondents according to gender of students

Gender	frequency	Percentage
Male	20	36.36
Female	35	63.63

Table 4 reveals that 20 out of 55 respondents (36.36%) were male, while 35 out of 55 (63.63%) were female. This suggests that females constitute the majority of learners in the school.

Table 5. Distribution of respondent according to the age of parents

Age	Frequency	percentage
21-30	4	40
31-40	4	40
41-50	3	20
Total	10	100

Source: field work 2021

Table 5 indicates that 40% of respondents fell within the age range of 21 to 30, 40% within the 31-40 age range, and 30% within the 41-50 age range. This implies that the majority of parents in the sample were between the ages of 31 and 40.

Table 6. Distributions of respondent according to age of students

Age	Frequency	Percentage
11-15	25	36.36
16-20	30	63.63
Total	55	100

Source: field work 2021

Table 6 shows that 63.63% of students were within the age range of 16-20, while 36.63% were aged 11-15. This indicates that students aged 16-20 constituted the majority of the sample population.

4.3 Interpretation of Findings

This section discusses the findings obtained from the study, focusing on parental involvement in students' academic activities. In-depth results from the sampled institution are presented below.

4.3.1 Parental involvement

The study aimed to determine the effects of parental involvement on academic performance. Information was collected from both students and parents.

Table 7 demonstrates that 73.4% of students strongly agreed that parental involvement affects academic performance, while 26.6% disagreed.

Table 8 reveals that 78.7% of parents strongly agreed that parental involvement affects academic performance, while 21% disagreed.

Table 7. Descriptive analysis of parental involvement as reported by students

Statement	Responses		
	Yes	No	Total
I often discuss school with my parents	50	5	55
My parents assist me in studying	53	2	55
There is mutual understanding between my parents and I	40	15	55
My parent set rules for me to abide by and follow me up strictly	50	5	55
My parents sets very few rules for me to follow and rarely punish	45	10	55
My parents care less about anything am doing	4	51	55
Total	289	88	330

Source: Field work 2021

Table 8. Descriptive analysis of parent-child relationship

Statement	Yes	No	Total
Parents felt it good to discuss with children	9	2	11
Parents assist children with studies	10	1	11
Parents have mutual understanding with children	8	3	11
Parents believe they should be strict on children	8	3	11
Parents check on their children	10	1	11
Parents bother on what their children do	7	4	11
Total	52	14	66

Source: field work 2021

4.3.2 Relationship between family background and academic performance

The study sought to investigate the relationship between family background and academic performance.

Table 9. Relationship between family background and academic performance

Parent /school relationship	Yes	No	Total
Strongly disagree	6	49	55
Disagree	5	50	55
Agree	50	5	55
Strongly agreed	52	3	55
Total	113	107	220

Source: field work 2021

Table 9 indicates a strong relationship between family background and academic performance.

4.3.3 Conducive home learning environments

The study examined the relationship between a conducive home learning environment and students' performance. It also sought to gather opinions from both parents and students on the importance of a conducive learning environment at home.

Table 10. Distribution of respondents according to parent's responses

Statements	Yes	No	Total
Has a learning area at home	9	3	11
The environment at home is conducive enough for learning	10	1	11
I assist my child with her homework project	10	1	11
I assist my child with her homework, project and understanding difficulties	8	4	11
Total	27	8	33

Source: field work 2021

Table 10 suggests a strong association between a conducive home learning environment and academic performance, with the majority of respondents indicating that providing a conducive learning environment and assisting with homework are crucial factors.

Table 11 demonstrates that 87.8% of respondents strongly agreed that family background affects academic performance, while 12.12% disagreed.

In summary, the findings indicate a significant relationship between family background, parental involvement, and academic performance, with a conducive home learning environment being a key factor in student success.

Table 11. How Family background effect academic performance

Statements	Responses		
	Yes	No	Total
Parent set time for homeworking daily	55	11	66
Provide assistance for home work	61	5	66
Provide explanations to difficult concept	58	8	66
Total	174	24	198

Source: field work

5. Summary of Major Findings

5.1 Structure and Organization

The findings of this study reveal a significant impact of parental involvement on academic performance (Ngoh, 2021). As presented in Table 5, 87.5% of students strongly agreed that parental involvement affects academic performance, while only 12.42% disagreed. It was observed that students with a positive parent-child relationship performed well, whereas those lacking such a relationship performed poorly. The results suggest that a conducive home learning environment is associated with better academic performance. The level of seriousness with which students approach their studies appears to be influenced by the motivational messages they receive from their parents, leading these students to work hard to make their parents and families proud.

5.2 Interpretation of Findings

The first finding reveals that parental involvement significantly affects academic performance, as illustrated in Table 5. A strong agreement among students (87.5%) supports the notion that parental involvement influences academic performance, while only a small percentage (12.42%) disagrees. A positive parent-child relationship was found to be associated with better performance, whereas the absence of such a relationship resulted in poorer performance.

The second finding demonstrates a strong relationship between family background and academic performance, as shown in Table 7. A majority of 51.3% of students agreed that family background is strongly related to academic performance, with a close 49.7% disagreeing. The third result suggests that a conducive home learning environment is associated with improved academic performance. The level of seriousness with which students approach their studies is influenced by motivation derived from their parents.

According to Maslow's hierarchy of needs, love and belonging, including friendship, intimacy, family, and a sense of connection, must be satisfied before higher needs can be addressed. When these needs are met, students feel valued and motivated to learn, leading to improved academic performance, behavior, and social skills.

5.3 Limitations of the Study

The researcher would have preferred to work with a larger population, but time constraints made it impossible. The results could have been more robust if more schools had been included. Financial difficulties in traveling between schools and providing materials for data collection were encountered. Additionally, some parents were unwilling to respond to the questionnaire. The study was also affected by time constraints, as the allocated time for this project was short and interrupted by other academic activities, which hindered the smooth execution of the research.

5.4 Implications of the Study

The study highlights the importance of family background in education, as it plays a crucial role in determining students' academic achievement. Family background can refer to racial and social origins, financial status, or work experience (Collins English Dictionary). Education is an ongoing process, and academic performance is vital for securing further educational opportunities. Thus, it is essential to examine the role family background plays in children's academic achievement.

Coleman (1966) posited that families play a more significant role in students' academic achievement than schools and communities, as they provide the primary environment for learning. Furthermore, family social status plays a crucial role in children's academic performance. Family involvement in children's learning is positively related to achievement for students of all ages, and the more intense the involvement, the better the effects. Ongoing research indicates that family engagement in schools improves student achievements, reduces absenteeism, and increases parents' confidence in their children's education.

5.5 Recommendations

For policy makers: Policies should be developed to encourage families to actively engage in their children's education, as family involvement has been shown to foster academic success.

For parents: Parents are encouraged to adopt various types of parental involvement, maintain positive relationships with their children's teachers, provide conducive home learning environments, and volunteer in their children's schools. Parents should also make time to educate and help their children with school work, as this has been proven to be beneficial.

For learners: Students should be encouraged to communicate with their families and understand the importance of their parents' assistance.

For schools: Activities should be created to raise awareness about the importance of parental involvement in education and its effects on academic performance. This can be achieved through PTA meetings and workshops organized by schools.

5.6 Suggestions for Further Studies

As this study was limited to GBHS Ekounou and Progressive Evening School Ekoundum, future research could be conducted in other schools, districts, or larger geographical areas. Additionally, further studies could investigate factors hindering family involvement in children's education and the effects of economic status on academic performance.

6. Conclusion

In conclusion, it has been demonstrated that family background significantly influences academic achievement. The importance of the role of the home environment in the realization of educational objectives cannot be overstated. It is widely acknowledged that charity begins at home, and thus, the foundation laid by parents and families is crucial for the success of students. Educators are responsible for building upon this foundation, but if the home environment is not conducive to learning and does not support the efforts of parents, there is a high likelihood that students will exhibit poor academic performance.

The evidence presented in this study strongly suggests that family background plays a critical role in shaping academic outcomes. In accordance with the findings of Coleman (1966), the family serves as the primary environment for learning and development, with social status having a noticeable impact on students' academic performance. A strong emphasis on family involvement and a conducive home learning environment is essential for fostering the academic achievement of children.

To elevate the quality of education and ensure the successful realization of academic goals, it is imperative that the contributions of family background are acknowledged and addressed. Future research could extend the scope of the current study by examining the effects of family background on academic performance in different schools, districts, or larger geographical areas. Additionally, further investigation could explore factors hindering family involvement in children's education and the influence of economic status on academic performance.

In summary, the study highlights the importance of family background and the need for a conducive home environment in the pursuit of academic success. It is recommended that policy makers, parents, schools, and communities work collaboratively to create a supportive educational framework that recognizes and addresses the critical role played by families in the academic achievement of their children.

Author Contributions

Conceptualization, Song Lilian Kuyiena.; methodology, Song Lilian Kuyiena.; validation, Song Lilian Kuyiena., formal analysis, Song Lilian Kuyiena.; investigation, Song Lilian Kuyiena.; resources, Song Lilian Kuyiena.; data curation, Song Lilian Kuyiena.; writing-original Song Lilian Kuyiena.; preparation, Killian Yuh N.; writing-review and editing, Killian Yuh Nfuh.; visualization, Song Lilian Kuyiena and Killian Yuh Nfu.; supervision, X.X.; project administration, Song Lilian Kuyiena and Killian Yuh N.; funding acquisition, Song Lilian Kuyiena. All authors have read and agreed to the published version of the manuscript.”

Data Availability

All data generated and analyzed during this study are included in this published article. All relevant figures and tables are part of the data that was generated during the study and they were used to develop the article.

Conflicts of Interest

We certify that we have no affiliations with or involvement in any organization or entity with any financial

interest or non-financial interest in the subject matter or materials discussed in this manuscript. We have no financial or proprietary interests in any material discussed in this article.

References

- Abdullah, D., Maqfirah, P. A. V., Arifin, Saputra, N., & Al Haddar, G. (2023). The role of parent-teacher communication for improving children's achievement. *Cendikia: Media J. Ilmiah Pendidikan.*, 13(3), 482-488. <https://doi.org/10.35335/cendikia.v13i3.3463>.
- Ackah-Jnr, F. R. (2022). Enabling inclusive education: The leadership ecosystem in an early childhood-school-community context. *Int J. Leadership Educ.*, 1-19. <https://doi.org/10.1080/13603124.2022.2108508>.
- Aderinoye, R. & Ojokheta, K. (2004). Open-distance education as a mechanism for sustainable development: Reflections on the Nigerian experience. *Int Rev. Res. Open Dis Learn.*, 5(1), 1-13. <https://doi.org/10.19173/irrodl.v5i1.174>.
- Amato, P. R. & Keith, B. (1991). Parental divorce and adult well-being: A meta-analysis. *J. Marriage Fam.*, 53(1), 43-58. <https://doi.org/10.2307/353132>.
- Baghmalek, A. K. (2021). Prediction of foreign language anxiety and school achievement by family characteristics in high school students. *Res. Eng Lang. Pedagog.*, 9(Special Issue of NTLL Conference), 61-74. <https://doi.org/10.30486/relp.2021.1932256.1283>.
- Bakar, A. A. (2022). Hierarchy of needs and subjective wellbeing. *Plan. Malays.*, 20(24). <https://doi.org/10.21837/pm.v20i24.1213>.
- Bamber, C., Berla, N., & Henderson, A. T. (1996). *Learning from others: Good programs and successful campaigns*. Center for Law and Education.
- Bandura, A. (1996). Reflections on human agency: Part II. *Constructivism in the Human Sciences*, 1(3/4), 5.
- Björklund, A., & Salvanes, K. G. (2011). Chapter 3- Education and family background: Mechanisms and policies. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *In Handbook of the Economics of Education* (pp. 201-247). Elsevier. <https://doi.org/10.1016/B978-0-444-53429-3.00003-X>.
- Blunden, A. (2021). *Vygotsky's theory of child development*. In Hegel, Marx and Vygotsky, Brill.
- Bruno, N., Richardson, A., Kauffeldt, K. D., Tomasone, J. R., Arbour-Nicitopoulos, K., & Latimer-Cheung, A. E. (2022). Exploring experiential elements, strategies and outcomes of quality participation for children with intellectual and developmental disabilities: A systematic scoping review. *J. Appl Res. Intellect Disabili.*, 35(3), 691-718. <https://doi.org/10.1111/jar.12982>.
- Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Prof. Sch. Couns.*, 219-227.
- Ceka, A. & Murati, R. (2016). The role of parents in the education of children. *J. Educ. Pract.*, 7(5), 61-64.
- Cian, H., Dou, R., Castro, S., Palma-D'souza, E., & Martinez, A. (2022). Facilitating marginalized youths' identification with STEM through everyday science talk: The critical role of parental caregivers. *Sci. Educ.*, 106(1), 57-87. <https://doi.org/10.1002/sce.21688>.
- Clinton, J., & Hattie, J. (2013). New Zealand students' perceptions of parental involvement in learning and schooling. *Asia Pac. J. Educ.*, 33(3), 324-337. <https://doi.org/10.1080/02188791.2013.786679>.
- Coleman, J. S. (1966). The possibility of a social welfare function. *Am Econ Rev.*, 56(5), 1105-1122.
- de Jong, P. F., Schreurs, B. G., & Zee, M. (2022). Parent-child conflict during homeschooling in times of the COVID-19 pandemic: A key role for mothers' self-efficacy in teaching. *Contemp. Educ Psychol.*, 70, 102083. <https://doi.org/10.1016/j.cedpsych.2022.102083>.
- Dsw, D. U. & WuWu, I. S. (2021). Social welfare services and broken homes, the role of social work practice in Eleme local government area of rivers state. *Cent Asian J. Soc Sci. Hist.*, 2(8), 117-131.
- Effiom, B. E., Undiyaundeye, F., Amalu, M. N., Undie, R. A., & Diwa, B. O. (2023). Factors influencing aggressive behavior and academic performance among senior secondary school students in Nigeria. *Res. Milit.*, 13(2), 3467-3482.
- Freeman, M., Martinez, A. & Raval, V. V. (2022). What do white parents teach youth about race? Qualitative examination of white racial socialization. *J. Res. Adolescence*, 32(3), 847-862. <https://doi.org/10.1111/jora.12782>.
- Frey, A., Ruchkin, V., Martin, A., & Schwab-Stone, M. (2009). Adolescents in transition: School and family characteristics in the development of violent behaviors entering high school. *Child Psychiat. Human Dev.*, 40(1), 1-13. <https://doi.org/10.1007/s10578-008-0105-x>.
- Goldrick-Rab, S., Kelchen, R., Harris, D. N., & Benson, J. (2016). Reducing income inequality in educational attainment: Experimental evidence on the impact of financial aid on college completion. *Am J. Sociol.*, 121(6), 1762-1817.
- Grolnick, W. S. & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Dev.*, 65(1), 237-252. <https://doi.org/10.1111/j.1467-8624.1994.tb00747.x>.

- Gryshova, I. Y., Nikolyuk, E. V., & Shestakovska, T. L. (2017). Conceptualization of the organizational management mechanism of the development of the national education system in the context of its quality. *Nauk. I Osv.*, 2017(10), 118-125. <https://doi.org/10.24195/2414-4665-2017-10-16>.
- Hanushek, E. A. & Woessmann, L. (2011). The economics of international differences in educational achievement. *Handb. Econ. Educ.*, 3, 89-200. <https://doi.org/10.1016/B978-0-444-53429-3.00002-8>.
- Hargreaves, J. (2002). *Sporting females: Critical issues in the history and sociology of women's sport*. Routledge.
- Hrabéczy, A., Ceglédi, T., Bacsikai, K., & Pusztai, G. (2023). How can social capital become a facilitator of inclusion? *Educ. Sci.*, 13(2), 109. <https://doi.org/10.3390/educsci13020109>.
- Huang, W., Hew, K. F., & Fryer, L. K. (2022). Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning. *J. Comput. Assist. Lear.*, 38(1), 237-257. <https://doi.org/10.1111/jcal.12610>.
- Irwin, L. G., Siddiqi, A., & Hertzman, G. (2007). *Early Child Development: A Powerful Equalizer*. Vancouver, BC: Human Early Learning Partnership (HELP).
- Izzo, C. V., Weissberg, R. P., Kasprow, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *Am J. Commun. Psychol.*, 27(6), 817-839. <https://doi.org/10.1023/A:1022262625984>.
- Jansen-van Vuuren, J., Roberts, D., Francis, G. L., Davison, C. M., Gabison, S., & Aldersey, H. M. (2023). "Everybody thrown into the deep end at the same time": Reflections on family-school partnership in a time of COVID-19. In *Disability in the Time of Pandemic*, 155–174. <https://doi.org/10.1108/s1479-354720230000013009>.
- Khasawneh, M. A. S. (2021). Language skills and their relationship to learning difficulties in English language from the students' point of view. *Sci. Educ.*, 2(9), 261-272.
- Kohl, G. O., Lengua, L. J., & McMahon, R. J. (2000). Parent involvement in school conceptualizing multiple dimensions and their relations with family and demographic risk factors. *J. School Psychol.*, 38(6), 501-523. [https://doi.org/10.1016/S0022-4405\(00\)00050-9](https://doi.org/10.1016/S0022-4405(00)00050-9).
- Kong, C. & Yasmin, F. (2022). Impact of parenting style on early childhood learning: Mediating role of parental self-efficacy. *Front. Psychol.*, 13. <http://dx.doi.org/10.4108/eetmca.v7i2.2627>.
- Levin, J. (2001). *Globalizing the community college: strategies for change in the twenty-first century*. New York: Palgrave. <https://doi.org/10.1057/9780312292836>.
- Li, Z. & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from contemporary China. *J. Chin Sociol.*, 5(1), 1-21. <https://doi.org/10.1186/s40711-018-0083-8>.
- Mah, P. M. (2023). Assessing the impact of racism on neurodiversity based on natural language processing and artificial intelligence. *J. Inf. Technol.*, 5(1), 13-42. <https://doi.org/10.36548/jitdw.2023.1.002>.
- Mah, P. M., Skalna, I., Munyeshuri, E., & Akoko, J. (2022a). Influence of Internet of things on human psychology (internet of thoughts) for education, healthcare, and businesses. *EAI Endorsed Trans. Mobile Commun. Appl.*, 7(2).
- Mah, P. M., Skalna, I., Muzam, J., & Song, L. (2022b). Analysis of natural language processing in the FinTech models of mid-21st century. *J. Inf. Technol. Digital World*, 4(3), 183-211. <https://doi.org/10.36548/jitdw.2022.3.005>.
- Marjoribanks, K. & Mboya, M. (2000). Family and individual correlates of academic goal orientations: Social context differences in South Africa. *Psychol Rep.*, 87(2), 373-380. <https://doi.org/10.2466/pr0.2000.87.2.373>.
- Mayo, A. & Siraj, I. (2015). Parenting practices and children's academic success in low-SES families. *Oxford Rev. Educ.*, 41(1), 47-63. <https://doi.org/10.1080/03054985.2014.995160>.
- McKenzie, R. B., Tullock, G., McKenzie, R. B., & Tullock, G. (2012). Maslow's hierarchy of needs and economist's demand. In *New World of Economics: A Remake of a Classic for New Generations of Economics Students*. (pp. 43–49). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-27364-3_3.
- McLeod, S. (2007). Maslow's hierarchy of needs. *Simply psychology*, 1(1-18).
- Miller, I. (2021). Ending the 'cult of the broken home': Divorce, children and the changing emotional dynamics of separating British families, c. 1945–90. *20th Cent. Br. Hist.*, 32(2), 165-188. <https://doi.org/10.1093/tcbh/hwab003>.
- Muzam, J., Bendkowski, J., Mah, P. M., & Mudoh, P. (2023). The state-of-the-art of modern workplace learning: An applied assessment method of a pre-train deep learning on modern learning tools. *Learn Organ.* <https://doi.org/10.1108/TLO-01-2023-0019>.
- Ng, S. W. & Yuen, W. K. G. (2015). The micro-politics of parental involvement in school education in Hong Kong: Ethnocentrism, utilitarianism or policy rhetoric. *Educ Rev.*, 67(2), 253-271. <https://doi.org/10.1080/00131911.2013.868786>.
- Ngoh, N. N. (2021). The status of academic freedom in Cameroon. In *In Academic Freedom: Autonomy, Challenges and Conformation* (pp. 111–123). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83909-882-620211008>.

- Ngure, W. W., Paul, P., & Amollo, O. (2017). Influence of parental marital status on academic achievement of preschool children in Embakasi, Nairobi, Kenya. *Int J. Soc Sc. Humanit. Res.*, 5(2), 37-42.
- Premo, E., Pilarz, A. R., & Lin, Y. C. (2023). Pre-kindergarten teachers' family engagement practices and English language learners' attendance and early learning skills: Exploring the role of the linguistic context. *Early Child. Res. Quart.*, 63, 1-14. <https://doi.org/10.1016/j.ecresq.2022.10.005>.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *Am. Psychol.*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>.
- Smolucha, L. & Smolucha, F. (2021). Vygotsky's theory in-play: Early childhood education. *Early Child Dev. Care*, 191(7-8), 1041-1055.
- Tang, T. T. & Tran, D. H. T. (2023). Parental influence on high school students' mathematics performance in Vietnam. *Eurasia J. Math. Sci. Tech. Educ.*, 19(4), em2249. <https://doi.org/10.29333/ejmste/13068>.
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *J. Prev. Interv. Commun.*, 38(3), 183-197. <https://doi.org/10.1080/10852352.2010.486297>.
- Uwaifo, V. O. (2008). The effects of family structure and parenthood on the academic performance of Nigerian University students. *Stud. Home Comm. Sci.*, 2(2), 121-124. <https://doi.org/10.1080/09737189.2008.11885262>.