
INFLUENCE OF FAMILY SIZE ON BUSINESS STUDIES STUDENTS' ACADEMIC ACHIEVEMENT IN UPPER BASIC EDUCATION IN ADAMAWA STATE, NIGERIA

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ABSTRACT

The primary objective of this study was to determine the influence of family size on students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria. The study had two specific objectives from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was a mixed of descriptive survey and ex-post facto design. The population of the study was 69,487 students which were drawn from upper basic education schools across the five educational zones in Adamawa State, Nigeria. A simple random sampling technique was used to determine the sample of 382 students for the study. A structured questionnaire of 15 items was used to collect data and the data collected were analyzed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis and Z-test at 0.05 level of significance. The major findings of the study include the following: family size has a positive significance influence on students' academic achievement in business studies and there is no difference between males and females students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria. It was concluded that family size positively influenced their learning. It was indicated in the findings that there is significant positive influence of family size on students' academic achievement in business studies and there is no difference between males and females students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria. The researchers recommended that most of the parents are not fully aware that the larger their family size, the larger the academic challenges their children may encounter in their academic pursue, it is therefore recommended that parents should always plan the number of their children for proper monitoring of all the activities of their ward for effective learning and better academic achievement.

KEYWORDS: Influence, Family Size, Students' Academic Achievement, Upper Basic Education.

INTRODUCTION

Business Studies is an aspect of vocational education, which equips individuals with the necessary skills, and theoretical knowledge. This knowledge is needed for performance in the business world either for job occupations or for self employment (Oluwade, 2015). Therefore, Business Studies refers to educational programme offered at the secondary schools (formal education) and higher institutions aimed at providing vocational skills for children and youths. On the other hand, non-formal vocational education refers to educational programmes offered outside the formal school

system aimed at providing, developing and improving vocational skills and general knowledge for children and youths who dropped out of the formal school system for one reason or another. The formal school system, as provided for by the Federal Government of Nigeria in its National Policy on Education (2013), offers business studies which comprises of shorthand, typewriting, commerce, office practice and book keeping. It is a compulsory subject at the Junior Secondary School level of Education.

According to the JSSCE syllabus, each of the components of business studies is taught as units and they are examined either in objective questions form or essay or both as the case may be. One of the aims of secondary education is that secondary school leavers should be able to make a useful living for themselves within the society (National Policy on Education, FRN, 2013). Business Studies prepares students for business careers as well as to enable them become more efficient and advance to higher business positions. Business studies has five components which include; Office Practice, Commerce, Book-keeping, Shorthand and Typewriting. Considering the nature of its components, family background factors accruable may have a tremendous influence in enhancing students' learning in those areas.

Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally. Children coming from different family backgrounds may be affected differently by such family conditions; that is why some children have good family background, educationally while others have poor background. The family background factors include; family sizes, parental occupations, parental levels of education and parental motivation. These are the major factors of family background.

Families are of various sizes. Family size has to do with the total number of people in a single family which may include the father, mother, children and even the extended members – all living in one hamlet. According to Gabriel (2010) family size has implication for education. Gabriel further stated that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic achievement (Auwal, 2012). Similarly, smaller family size has been linked with high academic achievement by many authors and scholars. Majoribank (2009) stated that students with fewer siblings are likely to receive more parental attention and have support that leads to better school performance. Family (small or large size) remains the primary environment of every child. The families begin the process of education and provide physical and psychological needs of the child. This supports the views of Atta, Qureshi, and Shah (2012) in Mdanda (2016) that the environmental experiences from family, peer group and school location have great influence in determining child's intellectual ability. Mdanda stated that bright children from under-privileged family environment may turn dull due to impoverished family environment. Mdanda added that mental development influence intellectual development. This is in line with

Maduewesi (2012) who stated that the innate potentials of children cannot be attained without adequate stimulating family environment because the child cannot do well intellectually. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

Durosaro and Durosaro (2010) in their study attempted to investigate the relationship between students' family size and their academic achievement; they found out that family size influenced academic achievement. Their study reveals that children from small size families performed better at school than their counterparts from both average size and large size families. Furthermore, Abongo (2009) conducted a study to see if the family background variables might be useful in determining students' academic achievement. Some aspects of family background variables examined in the study include family size and parents' educational status. Abongo's findings stated that the polygamous family sizes which were naturally large, reduces the chances of children going to school in the first instance. In addition, children from such backgrounds who are in schools have reduced chances of achieving their goals. Thirdly, parents of such families are mostly illiterate and incapable of providing adequate motivation for their children in schools as compare with the literate nuclear families. The economic implication of large family size is better explained in Victor (2014) who stated from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to Osunloye (2008) noted was that despite the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family environmental factor is the structure of the family.

Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family was never completed (Gabriel, 2010). Life in a single parent family can be stressful for both the child and the parent and such families may faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in intra familial interactions and reorganization or routines and schedules (Khantric, 2010). Single parents are overburdened by responsibilities which affect their children academic achievement in Business Studies (Ekpata, 2012).

In single parent families, children may suffer some psychological and social problems which affect their academic achievement. Danesy and Okediran (2012) viewed that street hawking among secondary school students have psychologically imposed other problems, such as sex networking behaviour, juvenile delinquent behaviour, which take much of the student school time that necessitated the poor academic achievement and drop out syndrome noticed among young school

students. Ogodu (2012) stated that the maternal and paternal deprivation of essential needs of the young students have promoted their poor academic achievement in public examinations, such as Junior Secondary School Certificate Examination (JSSCE), National Examination Council (NECO), National Business and Technical Examinations Board (NABTEB) and West African Examination Council (WAEC).

There is documented evidence of influence of family size on students' academic achievement in various subjects in school (Odok, 2013). The studies of Garba (2013), Odok (2013) and Eamon (2014), attested that small family sizes are linked to higher educational attainment. Family size in the context of this study refers to the total number of children in a child's family in addition to the child himself. Large numbered families whether rich or poor are difficult to maintain, they are characterized with a high number of children, rowdiness and these do not create convenience for learning. They also create in the upbringing of children some identified problems such as poor feeding, poor clothing, insufficient funds, and lack of proper attention for children, disciplinary problems and malnutrition which impact negatively on children academic achievement. Ella, Odok and Ella (2015), stated that the studies carried out in Scotland found that, children with relatively small size families performed better in verbal and non-verbal tests, than children from large family size in the same test. This according to Ella, Odok and Ella is because children from large families have less frequent interactions with adults. Similarly, parental attention by parents declines as the number of sibling's increases and latter born children perform less well than their earlier born siblings.

Bysenk and Locksoh (2011) reported that, most extroverted children come from smaller homes and that they adjust more easily to school environment, can express themselves easily in the classroom therefore, they achieve a greater academic achievement as opposed to introverted children of larger family size. Eristwhistle (2015) is of the opinion that small size families facilitate the provision of recommended textbooks for effective learning and academic achievement in Business Studies. And Suleiman (2016) noted that children from larger families have lower levels of education and also perform poorly in academics. However, Powell and Stellman (2010) and Van-Ejick and DeGraaf (2012) stated that children's academic attainment depends on inputs of time and money from their parents, the more children there are in family the less of both inputs. These inputs are not money alone, but other essential things like attention, resource dilution and so on.

Students from small size families enjoy more parental attention in learning Business Studies than those from large size families (Akerman, 2012). The family type that a child comes from either monogamous (nuclear), polygamous, divorced parents, re-married parents single parents, or step-parents usually has an impact on a child's academic achievement. The nuclear family consists of two parents and children. It is held in esteem by society as being the ideal in which to raise children. Children in nuclear families receive strength and stability from the two parents' structure and generally have more opportunities due to financial ease of two parents. According to US census data

in 2017, almost 70% of children live in nuclear families and statistics have also shown that children from such families tend to fare better on a number of cognitive, emotional and behavioural needs. Single parent's family consists of one parent raising one or more children on his/her own. Most times it involves a mother with her children. Although, it involves only fathers as well in some cases (Gabriel, 2013). Students from small-size families achieve better academically in Business Studies than those from large size families (Igboke, 2015).

Billings (2012) is of the opinion that children become delinquent because they are most often deprived of security, protection and love that should come from both parents and these impacts negatively on academic success of the child or children. Stone (2012) stated that children from single homes are more likely to show to a great extent, the effect of under nourishment, illness, insufficient rest as well as negative attitude towards school, which manifest in infancy, which is a factor that can affect achievement and performance negatively. In the same vein, Mdanda (2016) blamed poor academic achievement to another family type known as step family. Individuals who divorce most times choose to remarry. This type of family constitutes two separate families merging in to one unit (a new husband and new wife and their children from previous marriage or relationship). Mdanda stated further that children from such families most often become depressed and would want to compensate themselves in acts of unrest and might go astray and loose academic focus. This is because the atmosphere at such homes is not likely to be conducive for the children to make decisions of their own. Kennedy (2016) observed that children of female- headed families (single mothers) are at a greater risk of poor academic achievement, because of mother having very low incomes and inability to provide the basic needs of the children which becomes responsible poor academic achievement of the children; but that poor academic achievement could also occur even when income level is controlled.

A conducive environment is necessary to enhance the academic achievement of a child. A stimulating home environment can spur up a potential mediocre into an intellectual giant while an inhibiting could turn a genius into a mediocre (Anthon, 2015). Taking care of children and also making provision for their needs, especially educational needs, are very important in determining the academic achievement of children. Contrary to the opinion that learning and reading begins in school, the first foundation of the child begins at home. A good and conducive home environment with adequate learning facilities would help to boost the intellectual and academic capability of the child. Small family sizes and family's line of occupations may most often accelerate positive influence on children's academic achievement in Business Studies.

Academic achievement refers to the extent to which a student, teacher or institution has achieved short or long-term educational goals. Academic achievement is the ability to study and remember facts and being able to communicate the facts and knowledge verbally or by writing down on paper. Any score by a student below 50% (C), is considered as poor academic achievement (National Examination Council, 2017). Also, academic achievement of students can be measured by taking

records of their grades after an evaluation or final examinations. When a student scores an 'A', such a student can be said to be performing well or better than when he or she scores 'E' or 'F'. The latter is seen as having a poor academic achievement.

Udoukpong, Emah and Umoren (2012) pointed out a number of factors that are capable of determining the academic achievement level of students in a particular subject or course of study. These factors include school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, students to teacher ratio, family size, parental occupation and parental levels of education, among others.

Farooq, Chaudhry, Shafiq, and Berhanu (2011) stated that a gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances. That gender, ethnicity, and father's occupation are significant contributors to student achievement in junior secondary schools. Tuitoek, Yambo and Adhanja (2015) noted that students' poor academic achievement can also be attributed to students diversity in a number of characteristics, such as differences between students in terms of the following: their backgrounds and attitudes towards learning, ability in terms of basic skills such as numeracy and literacy, and their baseline knowledge of business practices and current affairs, and teaching such a diverse mix of students can pose formidable challenges to teachers who will be required to employ mixed-ability and/or differentiated instruction methodologies to cater for individual differences among their students. Tuitoek, Yambo and Adhanja further advised teachers and parents to employ constructivist pedagogies which will expect their students or children to take responsibility for their own learning, to have the attributes of an independent learner, to be able to develop the ability to think critically, to engage with the subject matter and to prepare for, attend and participate in, teaching sessions.

Dart (2013) outlined that family sizes, parental occupations, educational levels, motivations, overcrowded classrooms, poverty, health issues, shortages of experienced teachers, traditional beliefs, lack of teaching materials, and school expectations are implicated in contributing to the poor students academic achievement of large groups of children in school. Dart further concluded that many difficulties that children face in school are amplified (if not caused) by wider issues in the school (teacher attitude, school provision and organization) and home environment (family size, poverty, the effects of the loss of parents). The stories of individual learners seem to indicate that when schools take an interest in these then the experience of their children can be improved (Buba, 2016).

It is on the basis of this background therefore, that the study seeks to determine the influence of family size on business studies students' academic achievement in upper basic education in Adamawa State, Nigeria.

Statement of the Problem

The importance of studying the influence of family size on business studies students' academic achievement in upper basic education in Adamawa State, Nigeria cannot be overemphasized. The present poor academic achievement of students in Business Studies as reflected in the Junior Secondary School Certificate Examination (JSSCE) report by the Chief Examiners of Adamawa State Education Resource Centre on students academic achievement, cited in all the Five Educational Zones in Adamawa State from 2015 to 2017 sessions is of utmost concern. The report revealed a decline in students' academic achievement in based on credit pass percentage in the year 2015 by 39.69%; 2016 by 34.34%; and 2017 by 33.23%.

The study carried out by Buba (2016) found that some educational stakeholders such as parents, teachers, government and students blamed each other for students' poor academic achievement in schools. As parents blamed teachers for lack of dedication to duties, the teachers blamed government for poor salaries, that they are poorly motivated. Parents as well accused government of not equipping the schools with proper and adequate learning materials. Also, government blamed parents for not enforcing home discipline, while students are blamed for lack of discipline and dedication to their studies. Hadi (2017) who was a school guidance and counselor, on the contrary, blamed the family size of the students for the students' poor academic achievement especially in the last JSSCE in 2016/2017 results.

Based on the aforementioned evidences, it is obvious that something is wrong. From the researcher's observation and interaction with some teachers and students offering Business Studies in Adamawa state in the year 2018, it is evident that some believed that parents' influence, in terms of their family sizes, level of education and line of occupation, are some of the causes of poor academic achievement, while some teachers were of the view that since the subject is mostly practical in nature, it should be exclusively for male students. Moreover, they observed that those who are not performing well in Business Studies are largely females. Others, however, expressed contrary opinion, stating that female students performed better than male students.

As a result of these differences of opinion and complaints of parents during Parent-Teacher Association (PTA) meetings in both Public and Private Secondary Schools in Adamawa State on low academic achievement of their children in last 2016/2017 JSSCE in schools, persuaded the researcher to determine whether family size and gender has influence on students' academic achievement in Business Studies in upper basic education in Adamawa, Nigeria.

All these constitute the problems that prompted the researcher to carry out this study, with the aim of identifying possible solutions, using empirical evidences.

Objective of the Study

The primary purpose of the study was to determine the influence of family size on business studies students' academic achievement in upper basic education in Adamawa State, Nigeria.

Specifically, the study sought to: determine the influence of family size on students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria determine the difference between males and females students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria.

Research Questions

Based on the specific objectives, two research questions were raised and answered.

To what extent does family size influence students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria?

What is the difference between males and females students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria?

Research Hypotheses

Based on the specific objectives, two hypotheses were tested at 0.05 level of significance:

H₀₁ Family size has no significant influence on students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria.

H₀₂ There is no significant difference between males and females students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria.

METHOD

The design of the study was a mixed of descriptive survey and ex-post facto design. This is because the study aimed at determining the possible cause and effect relationship between the family size on students' academic achievement in Business studies. The descriptive survey design was appropriate because it is a design that a group of people are studied by collecting and analyzing data from such a group of people who are considered to be a representative of the population (Okwor, 2011). The ex-post facto research design according to Obeka (2011) is a systematic empirical study in which the researcher does not in any way control or manipulates independent variables because the situation for the study already exists or has already taken place. The population of the study was 506 junior secondary schools, and 69,487 students which comprise of 36,282 males and 33,205 females in 2017/2018 academic session in Adamawa State who are the target of the study. The sample size for the study was 15 numbers of schools, three from each Educational Zones in order to facilitate data collection. A total of 382 students were sampled randomly from five Zones and JSS III. The major instrument for data collection for this study was 15 structured questionnaire items for students and the student record of academic achievement was collected and used for the year 2017/2018 academic session. In the questionnaire, the items were based on 4-point scale, and weighed on the following scale:-Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Medium Extent (ME) 2 points, Low Extent (LE) 1 point (4+3+2+1) = 10. $10/4 = 2.50$. Cut off Point for Decision. Test-retest method was used for the purpose of establishing the reliability of the instrument; the responses from the two administrations of students were correlated using Pearson Product Moment Correlation (r) and the result of the analysis showed the correlation coefficient of 0.77. Thus, the instrument was considered

reliable for gathering data for the study. The researchers and research assistants visited the 15 schools, three schools from each of the five Zones for the study and administer the research instrument at their respective premises. A total of 382 questionnaires were administered to students, and 380 were returned. The students result sheets for the year 2017/2018 session were collected and used. Mean and standard deviation were used to analyse the data collected to answer the research questions. The null hypothesis one was tested using Simple Linear Regression (SLR) and Z-test in the test of hypothesis one and two respectively in order to determining the existence of the significance to reject the null hypotheses at 0.05 level of significance.

RESULTS

Research Question One: To what extent does family size influence students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria?

To answer research question one, the responses obtained from despondence was analysed using mean and standard deviation as shown below.

Table 1: Presents Mean and Standard Deviation of Responses on Influence of Family Size on Business Studies Students’ Academic Achievement, n = 380.

S/N	Items/Statements	\bar{x}	SD	Decision
1	Family size has positive implication for students’ academic achievement in Business Studies.	2.89	1.70	High Extent
2	Students from small families enjoy more parental attention in learning Business Studies than those from large families.	3.08	1.45	High Extent
3	Single parents are overburdened by responsibilities which affect their children’s academic achievement in Business Studies.	2.06	1.43	Low Extent
4	Children from large size families were properly guided in doing their assignment because of their number.	2.54	1.59	High Extent
5	Children from polygamous families may not have enough money to take care of their needs.	2.87	1.69	High Extent
6	In polygamous families, children may suffer from domestic work which affects their academic achievement in Business Studies.	2.98	1.73	High Extent
7	Latter born children perform less well in Business Studies than their earlier born siblings.	2.91	1.70	High Extent

8	Small family size facilitates the provision of recommended textbooks for effective learning and academic achievement in Business Studies.	3.06	1.75	High Extent
9	A child who suffers maternal and paternal deprivation may experience academic problems in Business Studies.	3.07	1.75	High Extent
10	Students from small-size families achieve better academically in Business Studies than those from large size families.	2.61	1.61	High Extent
11	The life of a single parent family is stressful for the child in learning Business Studies.	2.13	1.46	Low Extent
12	Large family parents cannot give their children the same amount of individual attention for them to learn Business Studies well.	2.89	1.70	High Extent
13	Children from large families perform better academically in practical component of Business Studies.	2.17	1.47	Low Extent
14	A large family suffers poverty which affects the children's academic achievement in Business Studies.	2.86	1.69	High Extent
15	In single parents' families, children may suffer a social problem which affects their academic achievement in Business Studies.	3.00	1.73	High Extent
Grand Weighted Mean		2.74	1.63	High Extent

Source: Field Survey, 2018.

Table 1. Revealed the respondents mean rating and standard deviation of the extent of the influence of family size on students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria. The responses of item one to fifteen in the questionnaire were analysed and the study revealed that family size have a positive influence on students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria. (The grand weighted mean was 2.74, and the SD stood at 1.63).

Research Question Two: What is the difference between males and females students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria?

To answer research question two, the data collected were summarize in Table 2.

Table 2: Analysis of Differences in Academic Achievement between males and females

students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria, n = 380.

Variable	Gender	N	Mean	SD.
Students’ Academic Achievement (Scores)	Males	195	59.89	7.73
	Females	185	58.97	7.67

Table 2 revealed the students’ academic achievement (scores) in business studies in upper basic education in Adamawa State, Nigeria. The N for male’s students’ was 195 with means scores of 59.89 and standard deviation valued at 7.73. While N for female’s students’ was 185 with means scores of 58.97 and standard deviation valued at 7.67 respectively. Thus the results established that there is no difference between the males and females students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria.

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

H₀₁: Family size has no significant influence on students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria.

The test of this null hypothesis can be seen as summarise in table 3 below.

Table 3: Presents Summary of Simple Regression of the Influence of Family Size on Business Studies Students’ Academic Achievement in Upper Basic Education in Adamawa State, Nigeria.

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R ²	Add. R ²	Dec.
Family Size	31.325	8.015	3.908	.000					
Students’ Academic Achievement	.244	.191	1.280	.000	.911	0.911	.900	.718	H ₀₁ Failed to Retain

***Significant, p < 0.05.**

Source: Field Study 2018.

Table 3 reveals the analysis of family size in relation to students’ academic achievement. The table, indicates that R² value is .900, Beta = .911 and p = .000. This implies that 90% of students’ academic achievement was dependent upon the family size of the students. Furthermore, since p -

value of .000 is less than the level of significance of 0.05, this implies that family size has a significant influence on students’ academic achievement in Business Studies. Therefore, the null hypothesis which states that the family size has no significant influence on students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria was failed to retain.

Ho₂ There is no significant difference between males and females students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria.

The test of this null hypothesis can be seen as summarise in table 4 below.

Table 3: Summary of Z-test Difference between Males and Females in Business Studies in Upper Basic Education in Adamawa State, Nigeria.

Variable	Gender	N	Mean	Std. Dev.	Std. Err.	Df	Z-Calculated	Z-Critical	Sig. (P)
Students’ Academic Achievement (Scores)	Males	195	59.89	7.73	1.056	380	1.293	1.96	0.198
	Females	185	58.97	7.67	1.309				

Calculated Z<1.96, calculated p>0.05. Source: Field Study 2018.

Table 4 revealed that there is no significant difference in the students’ academic achievement (scores) in business studies in upper basic education in Adamawa State, Nigeria. This is because the calculated P value of 0.198 is greater than the 0.05 alpha level of significance. The Z-calculated value of 1.293 is lower than the Z-critical value of 1.96, at Df. of 380. Thus, their calculated mean scores were 59.89 and 58.97 for males and females’ students’ academic achievement (scores) in business studies in upper basic education in Adamawa State, Nigeria respectively. Hence the null hypothesis that stated there is no significant difference between males and females students’ academic in business studies in upper basic education in Adamawa State, Nigeria is thereby accepted and retained.

Discussion of Findings

With reference to research question one which sought to establish whether family size influence students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria by the underlying factors. The null hypothesis (Ho₁) in Table 3 had results showed that family size has no significant influence students’ academic achievement in business studies in upper basic education in Adamawa State, Nigeria, indicating that the hypothesis was failed to retain. The data collected showed that that family size has a significant influence on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. This was due to the fact that the family size has implication for education; these findings were found to be in agreement

with the opinion of Gabriel (2010) who stated that the family size of an individual has implication for their education. Similarly, results of the findings found that a child who suffers maternal and paternal deprivation experience academic problems. This is in line with the study that was conducted by Okunniyi (2010) who asserted that a child who suffers maternal and paternal deprivation may experience academic problems, including truancy in school. Okunniyi also reported that the children in large families suffer from poverty and lack parental encouragement and stimulus which motivate their academic achievement. This view was supported by Auwal (2012) who found that children from small-size family perform better academically. This study is in agreement with the findings of Igboke (2015) who stated that students from small-size families achieve better academically in Business Studies than those from large size families.

Large family size creates in the upbringing of children some identified problems such as feeding-insufficient food, poor clothing, insufficient fund, lack of proper attention for children, disciplinary problem and malnutrition. However, the family that a child comes from either monogamous or polygamous family usually has impact on the child academic achievement. It is important to note that either of the family type (monogamous or polygamous) dictates the size of the family. The result of this study reveals that family size influences students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria at $P \leq 0.05$.

CONCLUSION

Based on the findings of this study, the following conclusions were drawn. It was found that: there is significant positive influence of family size on students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria. Finally from review of literature and findings of this study it was found and concluded that family size influences students' academic achievement in business studies in upper basic education in Adamawa State, Nigeria.

RECOMMENDATIONS

Based on the findings obtained in the study, the researchers make the following recommendations:

1. Most of the parents are not fully aware that the larger their family size, the larger the academic challenges their children may encounter in their academic pursue, it is therefore recommended that parents should always plan the number of their children for proper monitoring of all the activities of their ward for effective learning and better academic achievement.
2. Marriage/Family counseling services should be intensified and expanded to cover a larger population in order to sensitize parents to understand the effect of family size on students' academic achievement.
3. Parents should work hard to provide enable environment and all other learning materials to both their males and females wards such as home libraries, books, payments of their children school fees as at when due and other necessary materials for better academic achievement.

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