



Impacts of Disorganised Family Background on Junior Secondary Students' Academic Achievements in Social Studies in Oyo State

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Abstract

The family as the child's first place of contact with the world is expected to make provision for the child's primary socialization. Unfortunately, these days, the family has totally deviated from these expectations as a result of family disorganisation which ranges from broken homes, separated families, single parenting, to domestic violence, among others. The study explored the impacts of disorganised family background on the junior secondary school students' academic performance in social studies. It adopted a descriptive research method with 120 sampled students from four of the local government areas in Oyo State. A questionnaire with a Four-Point-Likert Scale was used to collect data from the respondents while mean was used to analyse and answer the research questions respectively. Findings from the study showed that: financial inadequacies, charges of adultery, unemployment and bareness were among the factors influencing family background which eventually had negative impacts on students' academic performance. Choice of career also gives unnecessary freedom to some students. Recommendations were therefore made that couples should endeavor to tolerate one another by safeguarding all the factors that disorganise the family for the sake of the children. Government and all stakeholders should furnish public schools with necessary facilities and enabling environments in the 21st century that will align with the students' family backgrounds. Social studies teachers should also discontinue with the use of antiquated methods where learners are passive while the current practices be injected into the teaching and learning of social studies. There is also the need for urgent curricular and content review of social studies.

Keywords: Disorganised Family Background, Junior Secondary School Students, Academic Achievement, Social studies

Introduction

The family probably comes into being when people realise that human infants need a long period of care to survive. It is the joint responsibility of the parents to guarantee the survival of the helpless infants, that forms the primary aim behind marriage, and the obvious foundation on which the family institution was built. A family is normally built up when a man marries a woman as a wife with the specific view of settling at a place and raising children. The family is the oldest and most fundamental of human institution found in all human institutions. Almost everyone lives in the network of his family, though it may be a tight or loose network. The Society is a structure made up of families. The closest social relationships are often those among brothers or parents and children. There is also a family relationship or kinship among a person and his grandparents, himself and his parents, brothers and sisters. All these relationships are

called blood relationship. According to Lamidi (2019), the family is considered as a more or less durable association of husband and wife with or without children. Family is also "a miniature social organisation including at least two generations and characteristically formed upon the blood bond". As such, the family may be considered to be antedated marriage when couples lived in families prior to being regulated by marriage. In addition, family background plays a significant role in both the material and cultural reproduction across the human generations. In particular, despite changes that have been noticed in patterns of human social mobility, the inheritance of private property and the transmission of cultural capital. Buttressing the point, Burdie (1993), adds that, family life and background have never been static because, the form it takes has always been influenced by the socio-economic structures of the society under which it operates. As a representative of a



larger society, the family background has been considered the appropriate place where the child first learns the appropriate and acceptable societal behavioural patterns, values, attitudes, norms and the most important socializing agents for the child at every stage of his life.

Family background and types vary from one culture to another and even within the same culture. It may differ in terms of structure, patterns of inter-personal relationship and family values. All of these family features have significant impact on the child's socialization process in many ways. A well-integrated family background is expected to produce a well-balanced child. A bad family background, however, often produces deviants' children who may not fit the society or do as it demands. However, these days, Family background is being challenged in various dimensions of family disorganisation, occasioned by family separation, divorce, serious misunderstanding and some other related factors that may determine family background. In some cases, a married couple agrees to live separately with or without formal divorce, though the couple may reconcile and come together again as husband and wife. In other way, some couples are legally divorced and may not come back together again as husbands and wives unless they re-marry (Lamidi, 2019).

The term "family disorganisation" can be likened to a diamond which has different colours depending on the angle from where one looks at it or the way it has affected ones family background. Some people are of the opinion that it is just a separation of partners due to misunderstanding. Okunola (2017), describes family disorganisation as a broken law or promise between husband and wife or a legal end of a marriage. Family disorganisation has been used to describe any incidents of threatening behaviour, violence or abuse that may be psychological, physical, sexual, financial or emotional between adults who have been intimate partners or family members regardless of gender or sexuality. Musa (2018), captures family disorganisation as the infliction of pains that can have detrimental influence on family background as a whole, on a survivor. Buttressing the facts, Women's Aids (2019), perceives family disorganisation as a form of physical, sexual, psychological or financial violence that takes

place within the family of an intimate or family type relationship and that forms a pattern of cohesive and controlling behavior. These may include forced marriages and so called honor crimes.

Amnesty International (2015), summarizes family disorganisation as the most violent attacks on an individual or group of people or women or the family background in form of battering, sexual abuse of female children in the household, dowry related violence, marital rape, female genital mutilation and other harmful traditional practices to any member of the household. According to Berns (2010), family disorganisation is seen as the systematic abuse by one person in an intimate relationship in order to control and dominate the partner. Aihie (2019), captures family disorganisation as a pattern of abusive behaviour to establish cohesive control of one partner over the other. These behaviours may include threats of harm and intimidation, emotional, social abuse and economic deprivation.

In the opinion of Okunlola (2017), in the past, family disorganisation was seen as a social menace and approval was not given willingly. But these days, it has become a common phenomenon among the literate and the illiterate, the rich and the poor, the civil servants, the royal families as well as those in the position of authorities. Divorce has been seen as the preferable means to enduring serious marital problems. What informed that is the fact that the majority of them is predominantly farmers who need helping hands on the farms and for the sake of having many children. Such family background is not based on genuine love. Though, during the period of courtship, both husband and wife promise one another heaven and earth, so, the boat of marriage capsizes when the promises cannot withstand the test of time. According to Yusuf (2018), many families get disorganised as a result of infertility or bareness. The disaffection caused by jumping from one place to another, either on the part of the wife or husband may force the family to collapse. The fact remains that the coming into life of any child is as a result of mating between an adult male and female. The two of them are to live together and bring up the child. Once a marriage is disorganised, the child is left either at the mercy of the father or mother. Thus, the life of the child, the parental care which the unfortunate child



needs for mental, physical and social growth will not be readily available many female children under this unfavourable condition may turn out to be prostitutes right from the beginning of their lives while some male children may become street boys. The impacts that the disorganised family can have on secondary school students' academic achievements in social studies can vary from one child to the next. Violence or misunderstanding in the family may reduce parents' availability and attentiveness to their children's well-being most especially, the academic, developmental and emotional needs of the children. Children are often principal victims of the negative impact of family background because the children are mostly in a position of dependence in terms of financial, emotional, and social needs and thereby witnessing abuse and living in environments that are psychologically devastating. Such children may become confused, angry, and troublesome at home as well as in school and eventually become notorious in other related violent behaviour which may be directed towards either parents or other children in the environment. They may at times isolate themselves from other students, underachieve academically or totally withdraw from school.

Buttressing the point Yusuf (2018), submits further that in school some children with bad family backgrounds may record poor learning outcomes in his academic pursuits because they are not well-fed at home with food that contains all the necessary nutrients that the body requires for growth, may not have an access to necessary school materials, for instance, a child with no pencils, exercise books, drawing books, textbooks and other learning materials will constitute a nuisance in the class. A Child who goes to school in torn dresses will become a truant because of the psychological trauma that he/she will be experiencing. Apart from his being underrated and molested, he becomes an outcast among his peers and the child will be emotionally disturbed. Those conditions do not contribute well for excellent learning outcomes. Buttressing the situation, Okunlola (2017), reports that records in schools have shown that children with bad family background perform below average in their academic pursuits. School managers and the class teachers are concerned with the plight of these children whose low academic achievements are not traced to students'

inability to achieve, but to their poor family backgrounds. Attempts are being taken to ameliorate this condition and to prevent the products of disorganised family backgrounds becoming nuisance and retribute in the society.

Social Studies as an emerging discipline in the school curriculum plays an important role in complex interaction of the human with his environment in all ramifications and as a school subject, it serves as a catalyst for sustenance and transformation of human life and the society as it deals with social problems that may affect human beings in the society. Buttressing this point, Ogunjinmi (2022), and Akindoyin (2022), affirm that Social Studies does not only provide an education that meets each student's personal needs, but also studies the problematic areas of the environment for the perpetuation of democratic values in the society. Thus, to take a right step in the right direction, educators researched into the various factors inhibiting the attainment of the objectives of social studies in the society. Prominent here are the studies of Ganiyu (2019), on the causes and effects of domestic violence among families on students' academic performance in Oyo East Local Government Area. Oyetoso, (2015), also focused on the causes and implications of broken homes on the academic performances of pupils of Iseyin Local Government Area of Oyo State; while Lamidi (2019), studied the effect of broken home on the academic performance of primary schools Pupils in Oyo West Local Government Area of Oyo State. Earlier studies were conducted in a local government area and also focused on domestic violence, broken homes, and primary school pupils were the participants. These among the other reasons show the need for further studies on social studies as a general and compulsory subject that all students must pass before proceeding to the senior secondary classes. Thus, this study, therefore, examined the impacts of disorganised family backgrounds on the junior secondary students' academic achievements in social studies in Oyo State.

Statement of the Problem

Social studies as a school subject has been considered as a vigorous attempt at imparting those qualities expected of good, responsive and responsible citizens such as morals, societal values and norms, right knowledge,



skills and attitudes to life and effective socialization into socio-civic engagements, particularly in this period of subsidy removal, which is akin to enduring democratic structures. Despite the laudable teaching of Social studies in schools, Nigerians remain face-to-face with the generation bereft of heroes and heroines because of the diverse distractions that are yet to be put under control. We have an emerging generation on the wrong side of history whose mission is mainly to consume and not to produce. Some of the previous studies focused on teaching methods, teachers and the school factors with little consideration for students' family backgrounds. It is on this premise that the study looked at the impact of family background on the junior secondary school students' achievements in social studies in Oyo, Oyo State.

Research Questions

1. What are the factors leading to disorganised family backgrounds?
2. Do disorganised family backgrounds have impacts on students' achievements in Social studies?

Significance of the study

The findings of the study itemized the impacts of disorganised family backgrounds on the junior secondary students' academic achievements in social studies in Oyo state. It helped the curriculum planners in the provision of balanced curriculum as well as it helps the social studies teachers, publishers and authors to identify the impacts of disorganised family backgrounds on the JSS students' academic achievements in social studies and the challenges faced by the children with disorganised families. It is a literature for future researchers in social studies. The study also suggested to the governments and education stakeholders on the best way to assist students from disorganised families. Finally, it provided areas of guidance and counselling for parents, guardians and the community at large.

Scope of the Study

The study covered four of the local government areas in Oyo state, twelve public junior secondary schools (i.e. three schools per Local Government) and one hundred and twenty (120) public junior secondary students offering social studies.

Methodology

The research design was descriptive survey. The population of the study comprised all the JSS social studies students in Oyo State. One hundred and twenty (120) students were randomly selected from twelve (12) junior public secondary schools in the study area. A 4-point Likert scale questionnaire was the instrument. The validity and reliability index of the questionnaire were 0.78 and 0.76 respectively. Descriptive statistics was used to analyse and interpret the results.

Result

Table 1: Factors leading to disorganised family backgrounds

S/N	STATEMENT	SA	A	D	SD
1.	Financial inadequacies may affect students family background	10.83 %	18.33 %	8.33%	62.5%
2.	Charges of adultery at times Disorganise family background	56.66 %	20%	15.83 %	7.5%
3.	Religious differences of the students' parents	59.16 %	20%	9.16%	11.66 %
4.	Unemployment has an influence on family background	15.83 %	13.33 %	14.16 %	56.6%
5.	Bareness is among the factors of disorganised families	24.16 %	46.66 %	20.83 %	8.33%

Table 1 above indicated that 10.83% of the respondents strongly agreed, 18.33% agreed that financial inadequacies of couple disorganised students' family background while 8.33% disagreed, 62.5% strongly disagreed. The second column revealed that 56.66% respondents strongly agreed, 20% agreed that Charges of adultery at times Disorganised family background while 15.83% respondents disagreed, 7.5% strongly agreed. The third column showed that 59.16% of the respondents strongly agreed, 20% agreed that



Religious differences could disorganised families while 09.16% disagreed, 11.66% strongly disagreed with the same fact. The fourth column revealed 15.83% of the respondents strongly agreed, 13.33% agreed to unemployment as factors of disorganised families but 14.16% disagreed, 56.6% strongly disagreed. In the fifth column, 24.16% of the respondents strongly agreed, 46.66% agreed with the fact that Bareness after a child could disorganise families while 20.83% disagreed, 8.33% strongly disagreed.

Table 2: Impacts of disorganised family background on JSS Students Achievements in Social Studies

S/ N	STATEMEN T	SA	A	D	SD
1.	Inadequate parental care for the students	9.16%	13.33 %	45.83 %	31.66 %
2.	It has negative impacts on students' academic achievement s.	59.16 %	18.33 %	10%	12.5%
3.	Students' family backgrounds determine choices of career	63.33 %	15%	12.5%	9.16%
4.	Family disorganizati on gives unnecessary freedom to students.	16.66 %	66.66 %	8.33%	8.33%
5.	Family background aids students' concentratio n in class	43.33 %	32.5%	9.16%	15%

The analysis on the table 2 above revealed that 9.16% of the respondents strongly agreed, 13.33% agreed that inadequate parental care for the student is as a result of disorganised families while 45.83% of the respondents disagreed, 31.66% strongly disagreed with the fact. The second column showed that 59.16% of the respondents strongly agreed, 18.33% agreed that disorganised families have negative impacts on students' academic achievement s in social studies but 10% disagreed, 12.5% strongly disagreed. The third column showed that 63.33% of the respondents strongly agreed, 15% agreed that choices of students' career

are usually dictated by the students' family background while 12.5% disagreed, 9.16% strongly disagreed with the same fact. The fourth column established that 16.66% of the respondents strongly disagreed while 66.66% agreed that disorganised families give unnecessary freedom to students' but 8.33% disagreed and (8.33%) also strongly disagreed with the same factor. The fifth column showed that 43.33% of the respondents strongly agreed, 32.5% agreed with the fact that family background determined students' concentration in social studies classes but 9.16% disagreed 15% of the respondents strongly disagreed with the same factor.

Discussion of Findings:

Findings of the study revealed that financial inadequacy of a couple could disorganise family. This corroborates the finding of Yusuf (2018), that economic instability frequently caused dispute about rights, roles and family responsibilities which eventually disorganise the family. Charges of adultery or extra - marital affairs accelerate disorganisation of family background. This supports the finding of Okunlola (2017), that woman parked out of their matrimonial home when their husband engaged in illicit affair with another woman or vice-versa. Findings also revealed that religious differences at times have nothing to do with family background so far the family understands each other. This contradicts the findings of Ganiyu (2019), that a fanatical Christian may not be willing to join his daughter or son's hand with that of a Muslim in marriage. This definitely attracts the dissatisfaction of parents-in-law who will leave no stone unturned to disorganize the marriage. Childlessness or impotency frequently affects family background. This is in line with the view of Fadeiye (2014), that Nigerians, like other Africans believe that the fruit of marriage is giving birth to children. If this condition cannot be met after some years of marriage, both couple may be tired of the relationship and thereby systematically violate the marital oaths not to take on another partner.

Findings of the study also revealed that Students from disorganise families don't lack parental care, though some students see such disorganisation as an opportunity to misbehave in school and eventually affects their educational endeavors. This contradicts the report of Yusuf (2018), that once a



marriage is disorganised, the child is left either at the mercy of the father or mother. Thus, the parental care which the unfortunate child needs for mental, physical and social growth will not be readily available and eventually, may reduce parental attentiveness to their children's well-being, developmental and emotional needs as well as financial, emotional, and social needs and thereby witnessing abuse and living in an environment that is psychologically devastating for a child. This further showed that disorganised family has negative effects on students' academic achievement in social studies. Buttressing the situation, Okunlola (2017), reported that children from disorganized families performed below average in social studies examinations and other academic pursuits, though these children's low academic performance could not be attached to their inability to do well in school but to the separation of their parents.

Similarly, the finding revealed that Students from disorganised families lack concentration in school because, they always think of their separated parents and they end up having psychological problems and consequently cannot concentrate during school lessons. They become emotionally disturbed most of the time; they definitely exhibit poor performance in the school. This is in line with Durojaye (1990), who wrote in support of the assertion that a good child comes from a good family, a well-coordinated family and a school with no record of failure in examination or record of examination malpractice is as a result of good students who come from good families. Findings showed that disorganised family background has negative impacts on students' academic achievements in social studies. Buttressing the situation, Okunlola (2017), reported that, records in schools have shown that children with disorganised family backgrounds perform below average in their academic pursuits. Schools are concerned with the plight of these children whose low academic achievements are traced to their inability to achieve, but to their family backgrounds.

Conclusion

As premiered in this study, the majority of junior secondary school students are so engrossed in all sorts of incivilities that are inimical to their personal developments and contributions to the society in particular, and the nation in general. This might not be

unconnected with the present spate of unwholesome attitudes of the Nigerians under the pretense of civilization, unemployment, barrenness, religious differences and the host of other factors that could disorganise family background and its impacts on students' academic achievements in social studies.

Recommendations

The following recommendations were put forward to minimise the spate of family disorganization in the society.

- 1) Parents should tolerate each other in all ramifications to safeguard the family backgrounds for their children to actualize their dreams and aspirations of life.
- 2) It is incumbent on the government and all stakeholders to furnish public schools with necessary facilities and provide enabling environments in the 21st century for the teaching and learning of social studies in secondary schools.
- 3) Social studies teachers should consider students' backgrounds and their psychological needs through their physical appearances and emotions.
- 4) There is the need for urgent curricular and content review of social studies in secondary schools to align with current family and other societal problems.

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