

FAMILY BACKGROUND AND SOCIAL ORIENTATION OF STUDENTS

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Abstract

Research has shown the rising attitudes of secondary school students towards social orientation. But then, there are questions as to why, and what is the reason for the attitudes among secondary school students which remain unanswered. Among the students, family background forms the foundation and valuable essential school of socialization. In the African context, family is the basic unit of life. The aim of this study was to determine the influence of family background on the secondary school students in Kogi State.

Keywords: Family, education, socialization, polygamy, monogamy, values.

1.1 Background of the Study

The family is probably the most ancient group in the human experience extending back to thousands of years before the dawn of history. The family testifies to the survival capacity of groups, which perform important function for their members and for the society at large. The family is vital to the individual; most of us have a longer connection with kinship groups than any other kin.

The family is indispensable to society as well as to the individual. The biological survival of any society is entrusted into it. Procreation of course, occurs outside the family and sometimes does, but most children in all societies are born into families. There are other socializing agents, but across the world, the crucial and indispensable ones are within the family. The family is not only vital in each generation, but it also perpetuates itself into the future.

According to Heasman, family consists of that group of kin folks who are in continuous interaction or contact with one another. This means that they live together under one roof.

Zeldith (1964:681) said family is a social group in which sexual access is permitted between certain adult members. Reproduction legitimately occurs, and the group is responsible to society for the care and upbringing of children, and the group is an economic unit at least in consumption.

Williams (1985) said the family is the basic and universal institution. This means that the survival of any society is determined by the family, for it is the family that is responsible for procreation and child rearing.

This study's aim is looking into the effects or the impact the family background of the children have on social development of children. The family, being the first socializing agent has a kind of lasting effect on the children. Perhaps the most important function of the family is to socialize children with the values necessary for effective citizen. From cradle to grave the family leaves its impact on the social experience of the individual.

There are different kinds of family background, we have monogamous family, polygamous family, broken family, and here the father and mother are staying apart. This study will show how each of these affects the children in the family.

Family background plays an important role in the education of the children. Middle class students benefit from having fewer siblings than typical working class families. If children develop vital and cognitive skills through interaction with parents, those from small families will spend more time with parents than with peers and siblings, in comparison to children from large families. For this reason, regardless of ability, students from the higher social strata compared to other students, do better in school, stay there longer and ultimately prepared to move into higher status occupation. Although family size appears to have stronger, direct effect on school performance in early childhood than in late adolescence.

Some students would have loved to go for some courses like medicine, law and the like, but considering the income of the parents and the size of the family could not go for

these courses. They are limited sort of, because of their wretchedness. While in middle class families the parents dictate the career their children should go for, even if the children don't like the career.

The religion of the parents also has influence on the children. The influence of religion has been to preserve established form of the family. Religions help them to maintain their moral standard when they get to school.

Students that have the same family background are often attracted to one another, especially students from wealthy homes. Over pampered children also look for people like them when they get to school. That is why an adage says "birds of the same feathers flock together".

1.2 **Statement of Research Problem**

One of the factors which may influence a child is the size of the family he or she belongs to. Many studies have shown that there is an inverse correlation between measured intelligence and family size, and on the whole working class and urban ones. The larger the family the less contact a child is likely to have with adult in his early years, and this leads to lack of orientation and attention needed since there are other children to attend to.

An American sociologist, A. Davies has also found that verbal retardation is common among twins and suggested that, this is because they tend to communicate with each other, non-verbally and consequently have less need to develop verbal communication with adult.

In industrial societies, then, the task of socializing through educational system involves in particular the preparation of young people for the jobs they are going to do later in life. In England, the task of sorting out which job, presented no problems, a person's first occupation and consequently the education needed to prepare him for it was described by his father's class position while any social mobility takes place through achievement in the job.

The family is also important in helping the child to find his social position in the societies. As the children grow up, they are encouraged to make friends with other children from their own social class and when the time comes for them to take a job one may be found for them which rank somewhat similar to that of their father. This is called placement of function and it is important where social status counts.

Julian (1979) noted that children of single mothers face a hostile world. Since their father will not take responsibility for them, they are considered as children without a name. The stigma may follow them throughout their lives and create feelings of inferiority complex and shame.

The above reasons are the reasons why this study is paying attention to the various areas in which the family background of these students in selected secondary schools in Kabba have influenced them.

1.3 **Objectives of the Study**

The main objective of this study is to examine the influence of the family on the lives of the children. In specific terms, the study aims at:

- 1) Examine the ways in which family background affects the education of the students, the choice of career, their interaction with other students and the children's view about life or their disposition to life.
- 2) Knowing the various ways parents can give their children proper orientation.
- 3) Investigating how the social status of the parents influences the decision of the children
- 4) Determine how the religion of the parent modifies the behavior of their children
- 5) Identifying the specific family background characteristics, which present favorable or unfavorable condition for the children's occupation achievement.
- 6) Assessing how a favorable intellectual environment is related to a child's educational attainment.

1.4 **Justification of the Study**

Everybody had one thing in common and that is the family, which is the backbone of the society and the first socialization agent. This study will therefore make us to realize that to an extent everybody is a product of his or her family background.

This study tends to make it clear that parents have a lot to do on their children, because they are the one that will grow up and become citizens. If they are not properly taught, we can be sure of the fact that society at large will not be what it ought to be.

The family has the child first; therefore, the family has the longest time to train him/her for statuses requiring lengthy association. Status is rooted in the family experience.

1.5 **Scope and Limitation of the Study**

The focus of the study is limited to some selected secondary school in Kabba, Kogi State. These Secondary Schools are; Okoro-Gbede High School, St. Augustine's College and St. Barnabas College. Both the junior and senior classes will be examined.

Some of the limitations of this study are: distance barrier, finance constraint and students attitude to the questionnaires.

1.6 **Clarification of basic concept**

FAMILY: - This is a group of kin folks who are in continuous and fairly close contact with one another, and they live together.

KINSHIP: - This is a state of being related to other person.

NORM: - This is a shared belief among members as to what behaviors are appropriate if someone belongs to a group.

VALUE: - This is the central belief of a culture that provides a standard by which norms are judged.

SOCIALIZATION: - This is a process by which a human being internalizes and acquires norms and values of his or her society.

SOCIAL MOBILITY: -This is a significant movement or shift either upward or downward in an individual or collective economic, social and political position.

STATUS: -A person's position or rank in relation to others high rank or position.

SOCIAL ORIENTATION: -This is the way children are socialized or taught in order to fit in to the society which they belong.

1.7 Organization of the Study

This study is arranged into five chapters. Chapter one is the introduction, which comprises the background of the study, the statement of research problem, objective of the study justification of the study, scope and limitation and definition of basic concept.

Chapter two is the review of related literature on family background or related topics.

Chapter three is the methodology used in the study which comprised the introduction of the study population, the sample size, the instrument for data collection and the procedures for data analysis and presentation.

Chapter four shows the analysis of data obtained, summery of the result and the discussion of results. While the conclusion and recommendation are contained in chapter five.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this chapter is to articulate an historical overview of related literature. This is essential because according to Akuezulo (1993), it helps in providing a background for this research project, it sharpen one's acknowledgment about the existing problems of this study and it creates awareness for further research in the area of this study.

An important institution in the society is the family. Various attempts have been made to understand relationship between family background and social orientation of the students.

This section of the wok attempts to present the literature review of researchers who have examined some related topics. Literature review enables a researcher to acquire a proper understanding of past works, which have been carried out on the intended subjects. Therefore, literature review is of an immense value to any research work.

However students come from various homes with different background which are likely to affect them positively or negatively.

August Comte, the founder of sociology said that the family is a basic social unit. His statement has been repeated in many forms. Comte observed that the family possesses a moral character which makes it different from other social institutions. Humans in families have changed themselves from a more or less self-sufficient animal whose survival if not social behavior was regulated by instinct, into co-operative altruistic and moral creatures conceptualizing units of people belonging together because they are related by blood or marriage. The family is a basic social unit because family unit makes possible besides moral behavior; new social units based on conscious co-operation, the most important effect the family has on the child in the society. Most families do not exist in social isolation, but in ecology of large social relationships. Members of families belong to religious organization racial and ethnic groups, political parties, economic hierarchies and social classes. As members of the family children often acquire automatic membership in many of the status groups occupied by the parents. Memberships in this ascribed statuses, acquired from the family is perhaps the most important of the family legacy of the child.

Social identity is fixed by family membership by being born to parents of a given status position whose characteristics the children initially internalize. Class outlook is also acquired, so that children receive from their parents' basic values, attitudes and definitions of reality, because children internalize family beliefs and defined by others as extension of the social identity of their parents. The children of the best family in town are treated as such.

The ascribed status acquired from one's family of orientation, however, does not automatically persist throughout one's life. As a general rule, the social training acquired in the family of orientation fosters a continuity of status when a family of procreation is established. The likelihood of drastic upward and downward social mobility is thus significantly curtailed but not prevented. During the late 1960s and 1970s, many alienated young people from white collar families dropped out of college and refuse to take advantage of the opportunities afforded by their social position. But this opportunity did not go unfulfilled for collar (manual worker) youth quickly occupied those openings in colleges and in the job market. Peter Merger predicted that a good number of white collar dropouts would experience downfall mobility, while those who filled their position from blue collar families would enjoy upward mobility.

2.2 **Socialization**

Although the family has lost many of its function as an agent of socialization to other social institution yet it has retained others. Parson has argued that the family continues to be the prime agent by which the young develops a sense of self. And it is the agent that gives them their basic ideas about other social institution like religion and government and helps integrate them into the ways of these institutions. Above all Parson, said it is the primary agency for developing their capacity to integrate with others, to trust and be trusted, to exercise in influence and to accept legitimate influence.

The influence of family socialization is obvious in marriage and mate selection. Early family training puts limit to so-called free choice, contributing to the strong tendency for individual to marry within their own race, ethnic, religion and social class.

Another important aspect of family socialization is the degree of conflict between their parents. Studies show that the factor correlating most consistently with successful marriage is harmony in the parental home, that is, children of a happy marriage are more likely than others to have happy marriages.

2.3 **Educational Background of Parents**

The educational background of parents matters. Stratification exists when the allocation of resources becomes patterned, so that some classes are more privileged than others, and the privileged classes have sufficient control over the social environment to transmit their privileges to their children.

Bowles (1977) and Jencks (1979) had similar opinion. Bowles said that if the output of the schoolings is to be measured by score on national standardized achievements tests, children of parents with high education, out of children with parents of low education by a wide margin. In the study by Bowles, it reveals that among white high school seniors, from family with high education were on the average well over three grade level ahead of those whose family are on the lower level.

Thus, Jencks (1979) put it forward that at least sixty percent of students who passed through private schools are from parents who had attended secondary schools or colleges while some of them went as far as university level. He went on to say that the child receives, attains or reflects so much on the level of education to be professionals such as engineers, Doctors, Lawyers, Pharmacists, because they know the value, while families with low education will not bother to motivate their children and may hamper their development.

Goulder (1978), Rist (1977) and Sharp and green (1975) with Weintein and Walberg (1983) held similar views. They claimed that students from family with no education receives less educational support and stimulation and have poor condition for studying while families with high educational background will always influence the intelligence of their children by developing whatever skills their children exhibits right from onset of their life. Parents with high education have basic educational skills and can always assist, correct and check their children's performance while low education parents are less concerned with their children's education.

Furthermore, they claimed that families with high educational achievement would want their children to achieve greater height in their academic pursuit than themselves. In Weistein and Walberg's study, they cited a family with B.Sc. degree and the other with M.Sc. degree. The family with B.Sc. degree encouraged their children to acquire M.Sc. degree while the family with M.Sc. encouraged their children to acquire PHD degree.

2.4 Socio-Economic Status

One of the thoroughly researched relationships is that between socio-economic status and academic achievement. An individual's socio-economic status is usually measured by the parent's occupation, income and education. It is closely related to all forms of scholastic achievement, standard I.Q test scores, classroom grades, assignment to academic rather than vocational programs, graduation from private school, matriculation in professional colleges and university programmes.

In a national study of high school seminars conducted by the government in 1972, this relationship was constantly demonstrated on six standardized test. On each test, students in the higher socio-economic status groupings had higher average scores while the affluent students scored lowest. Similarly, only eighteen percent of the lowest socio-economic status students had plans to attend a four year college, whereas 60% of the most advantaged students did.

DOMINATION AND SOCIAL CLASS

Members of the lower class are in effect excluded from participation in middle class denominations, because they feel socially out of place and uncomfortable there. This forces them to create smaller more conservative sects to minister to their needs. The sects often develop and unusual theological position and strict set of ethical standard that place them in opposition to middle class culture.

Given that people are exposed to a social environment which is positive toward religion of an entire society, a community, a reference, that is family; peers would be expected to be religious.

As Freud (1962) put it and we noted earlier, you can learn religion just as you learn a multiplication table. The religion socialization of children thus appear to be important in the generation of commitment, but with the family rather than the church excreting the greater influence.

As society has become increasingly secularized, the importance of religion in family life has declined. Such forms of ritual as attending church, saying grace at meal, and being married by a clergy man are still widely observed, but many religions practices such as fasting and observing special days of prayer have lost their significance to the family as a group. A major change has been the secularization of Sunday. Fifty years ago, Sunday was still a day when members of most American families got dressed up, went to church, ate a big meal and spend the rest of the day quietly at home or visiting relatives. Today even families that attend church each Sunday are likely to devote the rest of the Lord's Day to thoroughly secular forms of realization golf, swimming, watching ball games, going to movies and shopping.

Despite such changes, the home continues to be the source of values and beliefs, many of which have a religious basis. The influence of the home on the religious behavior of children can be seen in a study by Greeley and Rossi who found that religious instruction in catholic parochial schools appeared to be most effective with students who came from homes with religions parents

Family Types

Family is a group of people who live together and share ideas, rules and have common interest (Matthew 19 vs 5-6). Minkoff (1965) and Wernick (1974) noted that the family institutions are breaking down in laxity. Wile Dallis (1973) noted that when social functions of the family are all lost, affection within the family itself will be lost also, which is an indication that the father is becoming deficient in his function.

Hotfman (1975) classified families into two main headings Viz:

(A) Intact families

(B) Single parent families

The intact families are regarded as two parent families where both parents are present. The single parent families in the other hand are regarded as non-intact families where one of the parents is absent. This might be as a result of death, divorce or separation. Good stein (1973) remarked that one parent in the life of a child cannot provide a true object for love; trust and identification since the family role based on an interrupted day to day basis Rothschild (1974) remarked that mothers are concerned with housekeeping and child care. Therefore absence of the mother either by death, separation or divorce is detrimental to the child.

Smith (1975) stressed that single parent can be stressful for the mother and children because there is no husband to share financial and economic responsibilities with. Separation, divorce and death of one parent have a great socio economic effect on the children. Broom and Henris (1976) found that the loss of mother by divorce or separation or death before age eleven constitute vulnerability facts in that, it increase that effect of stress and depression in school girls. Rothschild (1974) maintained that for man, the option to be house husband and

father has never existed and the desire for this option could not be voiced since it would represent an extreme deviance and would tend to be mental disturbance.

Wattesten and Kelly (1974) finding revealed that the general coping styles of the children were greatly affected.

The life pattern of an individual rest on the family type individual comes from. Rutter (1979) noted that there have been many changes in the pattern of family life; there are a growing number of women with dependent children, more of young people are living without getting married, the proportion of children born by unmarried mothers has risen and the divorce rate has increased in several folds.

Hetherington, Cox and Cox (1976) remarked that disruption in child's primary bonds with his parents interfered with the child's developmental progress- Thereby preventing cognitive maturity. Despite this traumatic consequence of single parenting, it seems that there is an increasing incidence of single parent families.

In lieu of this, Landis (1975) identified four types of families, which are:

- I. Monogamous families-that is, a man marries a single woman at a time.
- II. Polygamous- a man marries one or more wives at a time.
- III. Polyandry a woman gets married to as many men as possible.
- IV. Group marriage- Many men get married to many women.

Traditionally, Nigerian culture permits only the polygamous and monogamous families as forms of family union between males and females, while polyandry and group marriages are usually practiced outside Africa as a whole.

2.6 Monogamous Families

This type of family where a man marries a woman at the same time, the family composition is basically the father, one with and the children. The children in this type of family can properly be catered for by both the father and mother wilkins (1976) remarked that children from monogamous homes are less likely to De subjected to emotional disturbances and disharmony than their peers from polygamous and single parent homes. This invariably reflects in their academic performance at school.

2.7 Polygamous Families

It Is a composition of family set where one man is married to two or more wives at the same time. The man as head of such family can have as many wives as possible with chain of children. Landis (1975) remarked that generally in polygamous homes, parents do not plan the size of children produced. The result of this is poverty and homes filled with quarrelling and competition. Thus the father might find it difficult to meet the needs and aspiration of both the children as well as that of wives. Though this is greatly encouraged and well pronounced in Islam than Christianity. In spite of this, Islam stresses the condition for polygamy, being that the husband must maintain justice among the wives interns of food, shedder, love and accommodation.

2.8 Polygamous Versus Monogamous Families

The number of wives will foretell the offspring from character, attitude and belief from such family. In such situation, the number of children in monogamous families is

strictly limited in numbers, whereas rivalry and petty jealousy will make it relatively difficult for the polygamous families to restrict the number of the children. The consequence of this is the tendency of fathers to neglect the education of the children when they have so many wives and children competing for the father's attention. In such situation, the children grow up with the feeling that the father hardly cares for them and as such not someone to be informed of their problem. Wilkins (1975) concluded that in monogamous families, both husband and wife shares the same sources of pleasure, the same joy, the same source of profound conflict, the same vagaries of fortune are encountered and overcome together, degree of agreement and degree of violent disagreement are worked out among them and both share the same losses and the same griefs.

Gillins (1976) noted that the physical conditions of some school boys where parents were not intact (monogamous) but at logger heads were usually untidy and cramped, comfortless and equally depressing, filthy and sometimes unsanitary disruption. This is notable in lack of parent's supervision and care in polygamous families.

The life styles of both families are different. Unlike the polygamous families, in monogamous families where both parents are at peace, the parents and children are related to each other in the most intimate way and bound together by the most personal aspect of life, they experience among themselves the whole range of human emotions and strive continually to resolve these claims and counter- Claims which stem from mutual but conflicting needs. On the other hand, in monogamous families, both husband and wife does not only experience continual responsibilities and obligations towards each other, they also experience the sense of belonging to each other in the most intimate felt sense of belonging.

2.9 Family Size and Academic Achievement

The size of the family in which a child grows influences this intellectual development Hurock (1981). Traditionally, families tended to be large to provide labour not only for the major occupation of the family but also for the other chores that had to be attended to. At present the situation is not very different, except among the educated group who tend to limit the size of their families (Ogbonna and Ohuche, 1981).

The number of parents as well as the degree of absenteeism and truancy in general, affect the intellectual development of the children. Reynolds and Miurgatroyd (1974) sample students from juvenile court for failure to attend school in 1972/73. The study revealed that the children who come from single parent families had particularly of high mean absence score the means absence scores of boys significantly greater than girls. Murkherjee (1978) remarked that anxiety arising most in single parents or broken families and this have a great effect on children academic performance.

While comparing children in monogamous families with their peers in polygamous families with respect to academic performance, Welkin (1970) commented that in monogamous families, both parents tend to take active in what their child is doing at school and encourage his reading and hobbies which will enable him to have obvious advantage over his peers in polygamous who has done his homework in a room with the rest of the families (mother and siblings) with a few textbook other than those he has brought home from school. While in polygamous families it may be the mother's responsibility to see that the children do their homework, provided them with materials needed for academic work and in most cases manage to pay their children's fees.

Lancer and Rim (1984) carried out a study on intelligence, family size and Sibling age spacing, using the militia intelligence. Group test and Raven progressive matrices administered to 1985 sixth graders. Data from the two set were also collected from their elder siblings who had been tested in south grade, data were also collected concerning samples number of siblings and the older and spacing of their birth and family socio economic status: Finding indicate that larger family size and shorter age spacing were associated with lower intelligence test score with effect being greater on verbal then non - verbal measures. The negative effects of family size on intelligence were more pronounced among low and middle socio economic samples than high socio economic sample. The result support the view that relates to different intelligence level in various families configuration to environmental factor that influence move directly than development of verbal intelligence.

In research carried out, it is advanced that when intelligence is strictly measured in terms of rigorously device tests, it varies along with the size of the family. Douglas (1964) carried out a study in England, Wales and Scotland with 5,362 children born in the first week of March 1940. He remarked that the family Size has some influence on the measured intelligence of the children.

CHAPTER THREE

THEORITICAL FRAME WORK

3.1 Introduction

A sociological theory is a set of ideas which provide an explanation for human society. Critics of sociology sometimes object to an emphasis which sociologist place on theory and suggest it might be better to let the “fact” speak for themselves; but there is no fact without theory. In another word, fact cannot be divorced from theoretical interpretation Barnes (1979).

A scientific theory may be considered as a set of sentences expressed in terms of specific vocabulary. The vocabulary may contain primitive terms which cannot be defined, and also defined terms which may be formed from primitive terms.

No amount of theory however can hopefully explain everything, this account for the infinite account of data that exist or encompass the endless ways of viewing reality.

According to Winner and Domimick (1987), a theory is a set of related proposition that presents systematic view of phenomenon by specifying relationship among concepts.

Therefore, theoretical framework is a set of pattern which is uniform and is used to explain the data that have been collected. In other words it is a set of theory that is usually form this analytical tool for the research work. So theories are therefore selective in terms of their privities and perspectives and data they define as significant. As a result, they provide a particular and partial view of reality.

There are several approaches and theory that have been advanced to explain the family and social orientation of students in the society. All of them are valid at least in some respects.

Therefore, to back this study up, the theoretical frame work shall be shall be based on the following theories.

- i. Functionalist theory
- ii. Interactionist theory
- iii. Theory of social learning.

3.2 **Functionalist Theory**

The functionalist theory focus on the relationship between two levels of social reality: the whole (the society, a group) and its parts (area of social activities or members of a group). What do the parts contribute to the maintenance of the whole? And how does the particular structure of the whole affect the behavior of the parts. Success is measured by survival overtimes.

The main elements of structure at the level of the society as the whole are its economy, its political system, its rules for marriage and family life, techniques for rising children and a set of rituals and beliefs that unify group members.

Talcott parson (1902-1975), the American sociologist is the best known theorist of functionalism analysis. For over four decades parson elaborated an extremely complex and sophisticated conceptual model.

He began with the concept of social system composed of interrelated parts, each of which must perform an essential function for the maintenance of the whole. The parts are linked by exchanges that facilitate task performance. For example parson (1959) functional analysis of the American family in the 1950s emphasizes the division of labour between husband as the family's representatives to the world of work and the wife as providing emotional support to the family unit, preparing her husband each evening for his daily battles in the big world and training their children for eventually assuming similar duties. In turn, the husband's job provides the income needed to keep family members alive and both husband and wife receives encouragement for their effort from the religious and political system. Furthermore, the children's education is highly supportive of the parent and of the existing social order. This each part maintains the others and all combine to preserve the system over time.

The idea that a group is held together by a basic harmony or balance among its parts is an important element of the functionalist perspective. Equally important is Parson's claim that social order ultimately rest on value consensus among members of the group. Value consensus refers to an underlying agreement about the goals of the group and the correct ways to achieve those aims.

Robert .K. Merton made several refinements of functional analysis, the first is the distinction between manifest and latent functions (Merton, 1968) manifest is referred to open stated or intended goal, latent refers to unexpected and unintended consequences. Every human act, every social pattern has more than one outcome and many of these consequences will be unforeseen and undesired (Bouden, 1982). In some cases, the unintended or latent consequences can undermine the manifest goals of policy, for example, when the military destroys villages in order to save the inhabitants. Such negative outcome of well-intended polities have also been called fetal remedies (Sieber, 1981)

According to functionalism, we must see what contribution or function the extended family makes to some other part of such societies. Looking closely, we see that in such societies the family serves to support dependents be they young, handicapped, all or elderly. To do this, there must be enough family members to support dependents.

Thus, the family is seen as one of the institutions in society and an aspect of the social structure aimed at maintaining stability and order in the society. The family performs many functions ranging from educational, economic, religious, cultural, reproduction e. t. c. it is also concerned as an instrument for the reproduction of skills and expertise needed for the expansion of reproduction and increase its efficacy by giving birth to children and socializing them at home and sending them to school for self-development and self-actualization. The family also functions as an institution meant to transfer norms and values of the society into the individual.

3.3 Interactionist Theory

Micro sociology seeks the causes of human behavior in the relationship between the individual and others. Indeed sociologists assume that much of each person's individuality arises from one's interplay with the social environment for in the absence of social relation the human in fact would develop into dumb brute with little awareness, and this social relations starts from the family as socialization.

Charles Horton Cooley (1864-1929) and George Herbert Mead (1863-1931) are considered the co-founders of symbolic interactionism. Both wonder how the human infant develops a self and both concluded that each person's sense of self is socially created. In effect, we come to see ourselves as others see us, thus we learn to view ourselves from outside.

Thus, for micro sociologist, interaction is the process by which we influence one another. We are endlessly tangled up in interactions in influencing and being influenced by people around us. They respond and their responses affect our next action. This, in turn affects theirs, and so it goes, as we constantly adjust and readjust our activities according to feedback from our exchange with others.

For these reasons sociologist refers to the process by which infant develop into normal human as socialization. When we judge someone to be an adequate person, we say that he or she has been adequately socialized, i.e. has been made social. At the start of our lives, we are not social because we are unable to understand the meaning of the behavior of those around us or to interpret the symbols they use to communicate. This starts from the family as the first agent of socialization.

3.4 Theory of Social Learning

Another theory to be applied on this research study is one of the social psychological theories, known as social learning theory. Social learning theory is learning behavior that is controlled by environmental influence(s) rather than innate or internal forces.

The leading exponent of the concept of social leaning, often called modeling, is the American psychologist Albert Bandura who had undertaken innumerable studies showing that when children watch others, they learn many forms of behavior such as sharing, aggression, co-operation, social interaction and delay of gratification. In Bandura's classic

study of imitation learning, children who saw a model punished for aggressive behavior, tended to exhibit fewer aggressive responses than children who saw the model rewarded for such behavior, or than those who saw the model neither rewarded nor punished. Psychologists following Bandura's study have stated that social learning based on observation is a complex process that involves three acquisitions of what an individual sees and subsequent acceptance of the modeled acts as a guide for one's own individual.

Meanwhile, Martindale (1984) postulated that this theory rests solidly on the concept of reinforcement, meaning the positive or negative consequences of behavior. That is, when consequences of an action are satisfying and rewarding, the behavior becomes learned and tends to be repeated. When the outcomes of such behavior are painful and unpleasant, the behavior is learned and tends to be suppressed. If behavior is followed by no pattern of result, it is rarely learnt at all.

This theory of social learning better explains the social group influence on student's orientation to life based on the fact that nobody is an island, there is the tendency in the students to identify with a social group, be it at home or in school.

3.5 Research Hypotheses

Hypothesis is a generalization that suggest a possible relationship between concepts but which has not been adequately conformed by empirical evidence.

Therefore, it is exigent, from the above theoretical position to generate the following hypotheses to test the expected relationship between the dependant and independent variables.

The following hypotheses will be tested:

- i. There is a relationship between family and students' academic performance.
- ii. There is a relationship between religion background and students' involvement in social activities.
- iii. There is relationship between parents' economic status and mate selection
- iv. There is relationship between parental political background and students' political ambition.

3.6 Sampling Techniques

There are various sampling techniques, such as probability sampling which comprises simple random, stratified, cluster and multi stage sampling, while non-probability sampling procedure includes accidental quota and purposive sampling.

In this research work, the stratified and simple random sampling techniques will be used in selecting sample elements. The sampling techniques help to divides the population to units, which are more reliable and representative. It also makes the population homogenous.

In administering the questionnaires, the sample random sampling technique will be used to choose each subject respondent simple random sampling technique is a method of selection whereby each sample of 'n' units from a population of 'N' units has equal chase.

3.7 **Sample Selection**

Based on some constraints (Money, Time and Logistic problems), it will not be possible to study all students in research setting. The sample selection will be some students in senior secondary schools and some in junior classes.

In St. Augustine's College and Okoro Gbedde High School, Senior Secondary School III students are selected while in St. Barnabas some students from J.S.S III are selected.

3.8 **Research Instrument**

Research instruments are means by which a social researcher elicits information from sample element.

The research instrument used in collecting data for this research work is called Questionnaire schedule. Questionnaire schedule is a list of questions inspired by research problem, hypothesis, assumptions, prepositions and element of the theoretical orientation that is expected to guide the research process.

The questionnaire contains many questions and asked in two or three categories.

Namely:

- i. Personal data or background questions.
- ii. Information that probes deeply into relationship between the variable which deal with the respondent's opinion on family background and social orientation of students
- iii. General and check questions.

The format and contents of the questionnaire must be framed in a way that the respondents will be interested in responding to it. The questions must be clear and not ambiguous.

3.9 **Method of Data Collection**

The sources of data collection for this study are basically primary and secondary sources. Primary data collections are employed in this chapter of the study. This is used through self-administered questionnaire.

Secondary data collection is employed in the early chapter of this study. These are derived from library such as textbooks, journals and literature review.

3.10 **Method of Data Analysis**

The Spearman's rank correlation analysis will be used to test the degree of relationship between personal characteristics of the respondents. Besides, the chi-square (X^2) method of analysis will be adopted in testing the formulated hypotheses.

CHAPTER FOUR

4.1 Data Presentation and Analysis

This chapter presents the data analysis, interpretation and findings of the study by means of descriptive analysis. The analysis will be based on the responses of eighty nine (89) respondents who returned their questionnaire out of the ninety that were administered.

Thus, this chapter is divided into two sections; the personal characteristics of students, students' family and socio-economic background and students' social orientation. The latter section deals with empirical and systematic testing of the stated hypotheses in chapter three of this study.

SECTION A

Table 4.2 **DISTRIBUTION OF RESPONDENTS BY AGE**

AGE (YEARS)	NUMBERS OF RESPONDENTS	PERCENTAGES
10-15	38	42.7
16-20	47	52.8
21-25	4	4.5
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

From the table above, it can be deduced that the respondents fall between the ages of 10 and 25 years. 38 of them (42.7%) fall between 10-15 years, while the majority of them 47 (52%) fall between 16-20 years. Only four (4.5%) fall between 21-25 years. From the above table can be said that majority of these students entered school i.e. Secondary schools at early years, and this is with the help of their parents or guardian who knows the importance of education.

TABLE 4.3 **DISTRIBUTION OF RESPONDENT BY SEX**

SEX	NUMBER OF RESPONDENTS	PERCENTAGE
MALE	36	40.5
FEMALE	53	59.5
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

The table above reveals that out of the 89 respondents, 38 are male i.e. 40.5% while 53 are females i.e. 59.5%. The table shows that female respondents are more than male respondents. This may be as a result of more female population in school than male.

TABLE 4.4 **DISTRIBUTION OF RESPONDENTS BY RELIGIOUS AFFILIATION**

RELIGIONS	NUMBER OF RESPONDENTS	PERCENTAGE
CHRISTIANITY	79	88.8%
ISLAM	10	11.2%
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

The table above shows that the majority of the respondents 88.8% are Christians and 11.2% are Muslims. The Christians students are more than the Muslim students. This is due

to the fact that the three schools are the research setting, two are Christian schools i.e. St Augustine's and St. Barnabas College.

TABLE 4.5 DISTRIBUTION OF RESPONDENTS BY FAMILY TYPE.

FAMILY TYPE	NUMBERS OF RESPONDENTS	PERCENTAGE
MONOGAMOUS	73	82.0
POLYGAMOUS	16	18.0
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

Out of the total population of 89 respondents, the table above shows that the majority, 73 (82.0%) of them come from monogamous homes while the minority 16 (18.0%) comes from polygamous homes. The likely reasons for the preponderance of respondents from monogamous homes over those from polygamous are as a result of the fact that most parents are Christians and having nuclear family structure (as shown in table 4.4 above). Again it may be due to the changing structure of the society which prompt both the Christians and Muslims parents to adjust to the modern family structure i.e. nuclear family.

By implication, the size of the nuclear family brought about by monogamy, is so small that the resources (economic especially) will be able to cater for the educational needs of the children adequately. In essence, it is believed that the size of the family in relation to the economic viability of parents will automatically determined how well the students can perform academically and how high he or she can attain in later in life. This is because such parents will be able to send the students (children) to best school and also be able to provide all needed materials for studying which will inevitably enhance brilliant performance of the students.

TABLE 4.6 DISTRIBUTION OF RESPONDENTS BY THEIR RESIDENCE.

RESIDENCE	NUMBER OF RESIDENTS	PERCENTAGE
DUPLEX	6	6.7
FLAT	53	59.6
BUNGALOW	8	9.0
1-2 ROOMS	22	24.7
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

From the table it can be deduced that majority live in the flat, 22 (24.7%) live in 1-2 rooms, 9.0% i.e. 8 respondents live in Bungalow and 6 (6.7%) live in duplex. This reveals the economic status of the parents. Also it shows how conducive for studying their place of residence will be. These students will have different view about social interaction. For example the ones that live in the duplex may be so reserved in school due to the fact that it is only their family that is staying together. But those from 1-2 rooms are used to people around. So in the class they will surely be one of the noise makers in class, because of the orientation.

TABLE 4.7 DISTRIBUTION OF RESPONDENTS BY FATHER'S OCCUPATION

OCCUPATION	NUMBER OF RESPONDENTS	PERCENTAGE
Farming	13	14.6
Civil servants	33	37.0
Professionals	14	15.7
Trading	6	6.7
Others	23	26.0
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

From the above, 33 i.e. 37.0% of the respondents' fathers are civil servants, 23 i.e. 26.0% have other forms of occupation, 13 i.e. 14.7% are farmers, 14 i.e. 15.7% are professionals and 6 i.e. 6.7% are traders.

It is therefore believed that father's occupation will serve as models to their children (the students). Automatically such burning zeal in students will prompt them to harness all resources at their disposal in order to achieve more in life.

TABLE: DISTRIBUTION OF RESPONDENTS BY MOTHERS' OCCUPATION

OCCUPATION	NUMBERS OF RESPONDENTS	PERCENTAGE
FARMING	1	1.1
CIVIL SERVANTS	36	40.5
PROFESSIONALS	33	37.1
TRADING	14	15.7
OTHERS	5	5.6
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

From the above table, among the entire mother of the respondents, there is one farmer (1.1%), 36 (40.5%) are civil servants, 33 (37.1%) are professional, 14 (15.7%) are traders and 5 (5.6%) have other forms of occupation.

Applicably, the mothers' types of occupation will serve as models for the students (children) definitely. It is even said that the mother's occupation have stronger influence on the students' academic achievement far above the fathers' (Bembeck, 1971).

TABLE 4.9: DISTRIBUTION OF RESPONDENTS BY FATHER'S EDUCATIONAL ACHIEVEMENT.

EDUCATIONAL ACHIEVEMENT	NUMBER OF RESPONDENTS	PERCENTAGE
NON FORMAL	7	7.9
PRIMARY	1	1.1
SECONDARY	25	28.1
TERTIARY	56	62.9
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

Looking at the table above it is evident that the majority of the respondents' fathers 62.9% have tertiary education, 28.1% have secondary school education, 7.9% non formal education and 1.1% has primary education.

Using by these data, there is the tendency for the children of those fathers with tertiary education to be orientated to become great academic achievers in order to maintain the fathers educational status quo, with those with secondary education will rather offer children (students) better academic chances, to achieve more than them academically. The greater a father values education, the greater the tendency for him to orientate, encourage and motivate his children (students) to aspire higher.

TABLE 4.10 DISTRIBUTION OF RESPONDENTS BY MOTHERS' EDUCATIONAL ACHIEVEMENT

EDUCATIONAL ACHIEVEMENT	NUMBER OF RESPONDENTS	PERCENTAGE
NON FORMAL	9	10.0
PRIMARY	1	1.1
SECONDARY	23	26.0
TERTIARY	56	62.9
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

Among the entire mother of the respondents there is only one i.e. 1.1% that has primary education, 62.9% have tertiary education, 26.0% have secondary education and 10.0% have non-formal education.

As earlier analyzed, that the father's level of education determine the extent to which students can perform academically, their mother's level of education have a stronger influence on the academic achievement of these students, this can better be explained via the mother's roles in the socialization of these students.

TABLE 4.11 DISTRIBUTION OF RESPONDENTS BY FATHER'S ECONOMIC STATUS.

ECONOMIC STATUS	NUMBER OF RESPONDENTS	PERCENTAGE
UPPER CLASS	38	42.7
MIDDLE CLASS	30	33.7
LOWER CLASS	21	23.6
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

From the table above 42.7% of the respondents' fathers fall into the upper class status, 33.7% fall into the middle class status and 23.6% fall into the lower class status.

The interpretation here is that the students from upper middle classes which carry the majority of the population are able to perform highly and achieve greatly in life pursuits. The reason is that their fathers are financially and materially capable. Secondly, the cultural orientations of the fathers in these two classes are achievement based. Thirdly, students from these economic classes are in the better position to adapt very quietly to the class environment, since it is the ideology of these members of these classes that automatically becomes the norms and values of the schools (Weber 1948).

TABLE 4.12 DISTRIBUTION OF THE RESPONDENTS BY MOTHER'S ECONOMIC STATUS.

ECONOMIC STATUS	NUMBER OF RESPONDENTS	PERCENTAGE
UPPER CLASS	19	21.3
MIDDLE CLASS	42	47.2
LOWER CLASS	28	31.5
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

The table shows that 47.2% of the respondents mother's fall into the middle class status, 31.5% fall into lower class and 21.2% fall into the upper class.

Going by the table above, we can interpret it that the majority are from middle and lower class, it therefore means that those that have single parents especially mothers may not have all the resources needed to perform highly especially in their academics. Only few mothers (19) will be capable both financially and materially.

Table 4.13 DISTRIBUTION OF RESPONDENTS BY WHETHER THEIR PARENTS HOLD ANY POLITICAL POST OR NOT.

ECONOMIC STATUS	NUMBERS OF RESPONDENTS	PERCENTAGE
YES	20	22.5
NO	69	77.5
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

From the above table, 77.7% of the respondents' parents do not hold any political post while 22.5% holds political post.

The interpretation here is that, those that their father holds political post will be politically oriented and may look forward to holding one political post in the nearest future. Even those that their parents do not hold any political post might develop interest in the school one way or the other. Some of them start from being the class captain and continue on and on like that until they get to the wider world.

TABLE 4.14 DISTRIBUTION OF RESPONDENTS TO WHETHER THEY ARE IN SUPPORT OF CROSS CULTURAL MARRIAGES OR NOT.

ECONOMIC STATUS	NUMBER OF RESPONDENTS	PERCENTAGE
YES	40	45.0
NO	49	55.0
TOTAL	89	100.0

SOURCE: Researcher's Fieldwork (2000)

Looking at the table above, 40(45.0%) of the respondents are in support of cross cultural marriages while 49 (55.0%) of the respondents are not in support of cross cultural marriages. It might be due to the stereotypical belief of some culture, they believe other cultures are not the best (Ethnocentrism). Also some people see it as a taboo to move out of your culture to another culture to get a wife, while some people don't see anything bad in cross cultural marriages.

Table 4.15 DISTRIBUTION OF RESPONDENTS ON WHETHER THEY CAN MARRY SOMEBODY FROM LOWER ECONOMIC STATUS OR NOT.

ECONOMIC STATUS	NUMBERS OF RESPONDENTS	PERCENTAGE
YES	44	49.4
NO	45	50.6
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

From the above table, 49.4% of the respondents said they can marry somebody from a lower class, while 50.6% said they cannot.

Going by the above result, it can be deduced that the students from upper class are to marry also from upper class, especially the parents. They (the parents) believe that since they are both from upper class, they will not lack financially or materially. Even sometimes it's the parents that will encourage the marriage especially if the families have been friends for sometimes.

TABLE 4.16 DISTRIBUTION OF RESPONDENTS ON WHETHER THEY HAVE THE AMBITION OF HOLDING ANY POLITICAL POST IN FUTURE.

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
YES	52	58.4
NO	37	41.6
TOTAL	89	100.0

SOURCE: Researcher's fieldwork (2000)

The table above shows that, 54 (58.4%) of the respondents have the ambition to hold political post in the nearest future while 37 (41.6%) don't have the ambition.

Looking at the result, the students that have the ambition to hold political post might be the children whose father or mother held on particular post or the other. Also the ambition may be that they are just interested in politics.

TABLE 4.17 DISTRIBUTION OF RESPONDENTS ON HOW INTERESTED THEIR PARENTS ARE TO THEIR ACADEMIC PERFORMANCE.

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
HIGHLY INTERESTED	85	95.5
PARTIALLY INTERESTED	03	3.4
INDIFFERENT	01	1.1
TOTAL	89	100.0

SOURCE: Researcher's Fieldwork (2000)

The table 4.17 above, 85 respondents (95.5%) responded that their parents are highly interested in their academic performance, 3.4% said their parents have partial interest and 1.1% responded that their parents are indifferent to their performance.

Realistically, when parents' interest in their children's academic performance is high the tendency for such students to perform highly is certainly high, because when parents are highly concerned, such students will like to put in their best in order to avoid parent's disapproval and rejection when they fail.

TABLE 4.18 RESPONDENTS' RESPONSES TO WHETHER THEY BELONG TO ANY SOCIAL GROUP OR NOT.

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
YES	20	22.5
NO	69	77.5
TOTAL	89	100.0

Source: Researcher's fieldwork (2000)

From the table above, 69 respondents (77.5%) do not belong to any social group in their school, while 20 respondents (22.5%) belong to one social club or the other.

Going by the result above, it can be deduced that greater percentages are not involved in any social activities. This might be due to their upbringing or their orientation. If their parents have not been allowing them to go for any social gathering also when they get to school, they will not have interest in it.

TABLE 4.19 RESPONDENTS RESPONSES TO HOW THEIR FAMILY BACKGROUND AFFECTS THEIR ACADEMIC PERFORMANCE.

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
POSITIVE	81	91.0
NEGATIVE	8	9.0
TOTAL	89	100.0

Source: Researcher's fieldwork (2000)

A look at the table above reveals that the majority 81 (91.0%) disclose that their family background affect them positively, while 8 (9.0%) responded that their family background affect them negatively.

From the result above, the respondent that said their background affect them negatively will definitely be students from polygamous family, where there are many children and little or no attention is given to their academic performance. Also financially, there will be problem because the available resources will have to be shared among the many children, unlike children (students) from monogamous family who are filled and have enough financial support from their parents.

SECTION B: TEST OF HYPOTHESES

The testing of hypotheses is the second and the last part of the data analysis. The test of statistics of chi-square (X^2) use for testing the hypotheses helps to determine the degree of relationship between dependent and independents variable in the formulated hypotheses for this study. These hypotheses were test to examine their validity.

These four (4) hypotheses are:

- 1) There is a relationship between family type and students' academic performance
- 2) There is a relationship between religious background and student's involvement in social activities.
- 3) There is a significant relationship between parents' economic status and mate selection.
- 4) There is a relationship between parental political background and student's political ambition.

HYPOTHESIS I.

There is a relationship between family type and students' academic performances.

H_0 : There is no relationship between family type and students' academic performances.

H_1 : There is no relationship between family type and students' academic performances.

To test the hypothesis the data in table 4.5 and 4.19 are used. The data presented in these tables are cross tabulated and the result is shown below.

Table 4.20: **CROSS TABULATION OF FAMILY AND STUDENTS ACADEMIC PERFORMANCE.**

FAMILY TYPE	STUDENTS' ACADEMIC PERFORMANCE		
	HIGH	LOW	TOTAL
Monogamous	70	3	73
Polygamous	11	5	16
Total	81	8	89

SOURCE: Researcher's fieldwork (2000)

$N = 89$, $DF = 1$, $\alpha = 0.05$; $X^2 t = 3.84$, $X^2 c = 11.89$ (see appendix II for details).

$X^2 c$ = calculated chi square value

$X^2 t$ = Table of chi square

DF= Degree of freedom

α = Alpha

$DF = (C - 1) (R - 1)$

$(2 - 1) (2 - 1)$

$(1) (1) = 1$

DECISION RULE

From the calculation (see appendix II), since the calculated chi-square value of 11.89 is greater than chi square table value of 3.84, the null hypothesis is rejected and the alternative hypothesis is accepted.

By inference, the conclusion is that, there is a strong relationship between family type and academic performance of the students. The interpretation of these findings is that many students are highly intelligent but their family type may hinder them from attending better school. (Especially those polygamous home where there is little or no attention given to them). This finding justifies the postulations of Coleman (1988) that the negative effect of family size on academic performance persists after the socio-economic characteristics of families are statistically controlled. They concluded this by saying that large families spread their resources – economic, cultural and affective more thinly than those families with fewer children (students).

HYPOTHESIS II.

There is a relationship between religious background and students' involvement in social activities.

H_0 : There is no relationship between religious background and students' involvement in social activities.

H_1 : There is a relationship between religious background and students' involvement in social activities.

TABLE 4.21 CROSS TABULATION OF RELIGIOUS BACKGROUND AND STUDENTS' INVOLVEMENT IN SOCIAL ACTIVITIES.

RELIGION	STUDENTS' ACADEMIC PERFORMANCE		
	YES	NO	TOTAL
Monogamous	13	66	79
Polygamous	7	3	10
Total	20	69	89

SOURCE: Researcher's fieldwork (2000)

$N = 89$, $DF = 1$, $\alpha = 0.05$; $X^2_t = 3.84$, $X^2_c = 14.65$.

DECISION RULE

From the calculation (appendix III) $X^2_c = 14.65$ is greater than $X^2_t = 3.84$ ($X^2_c > X^2_t$), therefore the H_0 is rejected and H_1 is accepted. The H_1 states that there is a significant relationship between religious background and students' involvement in social activities.

This implies that students from certain religious setting are not permitted by their religion through the orientation of their parents to get themselves involved in social activities.

Since it is believed that I might corrupt what they've learnt through that religion.

HYPOTHESIS III.

There is relationship between parents' economic status and mate selection.

H_0 : There is no relationship between parents' economic status and mate selection

H_1 : There is relationship between parents' economic status and mate selection.

Table 4.22 **CROSS TABULATION OF PARENTS ECONOMIC STATUS AND IT'S INFLUENCE ON MATE SELECTION.**

PARENTS ECONOMIC STATUS	STUDENTS' ACADEMIC PERFORMANCE		
	YES	NO	TOTAL
UPPER CLASS	12	26	38
MIDDLE CLASS	12	18	30
LOWER CLASS	20	1	21
Total	44	45	89

Source: Researcher's fieldwork (2000)

$N = 89$, $DF = 2$, $\alpha = 0.05$,

$X^2_t = 5.99$, $X^2_c = 23.50$

DECISION RULE

From the calculation above (see appendix IV) it is evident that X^2_c 23.50 is greater than $X^2_t = 5.99$. Therefore, we accept the alternative hypothesis (H_1) which states that; there is relationship between parents' economic status and mate selection.

From the conclusion above, it means that the status of the parents go a long way in influencing who their children (students) can marry. Parents from upper class status will want their children to also marry somebody from upper class so they can maintain the status quo.

HYPOTHESIS IV.

There is a relationship between parental political background and students' political ambition.

H_0 : There is no relationship between parental political background and students' political ambition.

H_1 : There is a relationship between parental political background and students' political ambition.

TABLE 4.23 CROSS TABULATION OF PARENTAL POLITICAL BACKGROUND AND ITS INFLUENCE ON STUDENTS POLITICAL AMBITION

PARENTS PARTICIPATION IN POLITICS	STUDENTS' POLITICAL AMBITION		
	INTERESTED	NOT INTERESTED	TOTAL
YES	17	3	20
NO	35	34	69
TOTAL	52	37	89

SOURCE: Researcher's fieldwork (2000)

$N = 89$, $DF = 1$, $\alpha = 0.05$, $X^2_t = 3.84$, $X^2_c = 7.48$

DECISION RULE

Since the calculated chi-square is greater than the chi square table value, the alternative hypothesis will be accepted while the null hypothesis (H_0) will be rejected. It means there is a strong relationship between parental political involvement and students' political ambition.

From the above, a student whose parents are involved in politics might also be interested in politics too. And those whose parents are not involved in politics might not be involved in politics, but some can just develop the interest in them.

CHAPTER FIVE

5.1 Summary, Conclusion and Recommendation.

This chapter focuses on the summary and conclusion of the research work. The summary contains the abstract of the research study of each of the chapters and the findings of the study. The concluding aspect of the chapter, recommendation and implications of the study are also included here.

5.2 Summary

This research study examined effects of family background on the children in Nigeria and the responses of students from St. Barnabas College, St. Augustine's College and Okoro Gbedde High School, in Kabba, Kogi State. The first chapter highlighted the introductory part and the statement of the problem, objective of study, significance of the study, limitation and definition of key terms.

Furthermore, chapter two of this research deals with the past literature and works that are related to this research topic. These include the works of August Comte Peter Berger, Bowles (1977), Jencks (1979), Goulter (1978), Rist (1977), Weintin and Welberg (1983), Freud (1962), Greeley and Rossi, Smith (1975), Roth Child (1974) and others.

Chapter three contains theoretical framework in which theories like functionalist theory, Interactionist theory and theory of social learning were applied. Also it consists of the methodology which revealed the direction and guidelines on how the study was carried out. The discussion was on issues like area of the study, population of the study, sample selection and sampling method, instrument for data collection, administration of the instrument and the treatment and analysis of data.

Chapter four contains the presentation and analysis of data with its results as well as the discussion of the data collected by means of questionnaire. The first section of the chapter presents the collection of the frequency and the percentage of demographic information. A descriptive statistics was involved in this part which made the tabulation and interpretation of result easier. Included in this chapter are the testing of hypotheses that have been formulated for this research and the use of chi-square distribution as a tool of the analysis of the hypotheses.

5.3 Conclusion

Beyond all reasonable doubt, the findings of this study are a reiteration of the fact that the effects of family background in which students are reared is highly significant.

In precise term, no other factors influence the level to which students can conceive, perceive, aspire, perform, attain and achieve in life, positively or negatively than those embedded in the family background. These influences which have been consolidated by theories and researches so also the responses of the respondents' opinion.

5.4 Recommendations

From the observation and the analysis of the obtained data in this study, the family backgrounds of students have a great effect on their lives in every area.

Based on this fact, the following recommendations are made towards alleviating the bad effect that their backgrounds have on them.

Firstly, it is expedient for parents to know that the family as first socialization agent has a lasting effect. Again, the type of orientation inculcated into students and the ways and manners they make these students to perceive and conceive what obtains in the society. To the students, there is a fact that nothing motivates, better than self (Watson, 1970), therefore each of them should ensure a consistently positive internal motivation (self-image) towards brilliant achievement in life. By the time each student discovers and develops this habit, efforts will be consistently geared towards self-actualization of the set goals.

In area of academic achievement, consider the students from disadvantaged homes, who are from lower class family, the teachers, school administration and the government can help these students to learn well, provide adequate materials for effective teaching and learning. The government at all levels should furnish all public schools with adequate teaching and learning materials.

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