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Family Background and Self-Concept of Secondary School Students in Ibiono Ibom Local Government Area of Akwa Ibom State

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Abstract: This study examined the influence of family background on the self-concept of secondary school students in Ibiono Ibom Local Government Area. Three research questions and three null hypotheses were formulated to guide the study. The study was delimited to senior secondary two students in public secondary schools in Ibiono Ibom Local Government Area. The survey research design was used for the study. The population of the study was 2,592 senior secondary school two students (SS 2) in all the public secondary school in Ibiono Ibom Local Government Area of Akwa Ibom State. A stratified random sampling technique was used in selecting 10 schools and a sample size of 250 senior secondary schools two students were selected. The instrument titled ''Family Background and Self-Concept Questionnaire (FBSCQ)'' was developed by the researchers and validated by three experts from the Department of Educational Foundations Guidance and Counselling, Faculty of Education, University of Uyo, Uyo, Akwa Ibom State. Cronbach Alpha reliability method was used to compute the reliability of the research instrument which yielded a co-efficient of 0.79 after the instrument was administered to 50 students who did not take part in the study. The data collected from FBSCQ were analysed using mean and Standard Deviation for the research questions, while One-Way Analysis of Variance (ANOVA) and independent t-test were used for testing the null hypotheses depending on the variables investigated. All the null hypotheses were tested at .05 Alpha level of significance. The findings indicated that family background variables such as family size, and parents' educational level does not have any significant influence on students' self-concept, while family social class has a significant influence on students' self-concept. Based on the findings, it was recommended among others, that parents should ameliorate their social class in order to meet up with students' need in school in order to enhance the development of positive self-concept.

Keywords: Family Background, Self-Concept, School Students

1. Introduction

Family is generally acknowledged as the smallest unit in society. In Nigeria, it consist of a man, his wife, children and other immediate relations (the extended as different from the nuclear family). The family is relevant and very significant to the well-being of a child as well as his/her later development in life. It is the first unit in the social order where the child's upbringing began after birth. According to Adewuni, childhood could be likened to letters impressed in the shout of a young tree, which grows, and later enlarge into an integral part of the whole [1]. In regard to this, rightful beginning makes the most essential part of every child's upbringing and perception. The family is an institution as well as an agent of socialization saddled with the responsibility of determining the students' attitude towards intellectual, religious, character and moral upbringing. According to Aliyu, the family lays the fundamentals of moral and religious upbringing of the child, and in a way dictate how he/she relate with others regarding the idea of right and wrong, good and bad [4].

The family here includes everything that surrounds within

the family itself and includes the family background such as the size, parents' educational level, social class, etc. Family background could be likened to all the conditions and circumstances within the family which influences the child physically, intellectually and emotionally as he/she grows up. The Child that grew up from different family backgrounds are affected differently by such family condition, which are the reasons behind why some children have good family background while others have a very poor background. The differences in family backgrounds are some of the consequences in the variation of students' self-concepts as greater parental (family background) involvement in students' activities positively affects the students' self-concept.

Bong defined Self-concept as self-construction, self-identity or self-perspective is a multi-dimensional construct that refers to an individual's perception of self in relation to any number of characteristics [5]. It is also observed that self-concept has three different components; the view of one's self (self-image), how much value one places on one-self (self-esteem or self-worth) and what one wishes he/she is really like (ideal-self). It is a well-known fact that the closer one is to the ideal-self, the happier one will be and also a person's happiness is unconditional positive regard from others. This unconditional positive regards often occurs in close or familiar relationships; that is, relationship with family members. Adeniyi, noted that the amount of time one spends with another individual is one of the main determinant of how significant that individual is in one's life and how much influence his attitude, values and behaviour will have on the individuals behaviour [2].

Family size in this context refers to the total number of children in the family. A child's family size either small or large usually influences the Childs' self-concept. Sears maintained that the larger the family, the lower the self-concept of children in that family [15]. Family size determines the level of attention and time that a child gets from his or her parents. Okunyi noted that as family increases, parents sometime cannot afford to give their children the same level of attention compared to when the family size is manageable [11]. In situation where the family size was large, parent find it difficult to provide the child's necessary needs like the provision of learning aids, comfortable rooms to stay and do their assignment, away from TV distraction, outings to places of interest, holiday trips and opportunity to visit tourist centres, needed by the students for the development of positive self-concept. Salami affirmed that social class entails the economic standing of the parents in the society [14]. There are three levels of social class which are: low, middle and high. The higher social class: these are the ones who are in the upper echelons of the society; the middle social class are those who are in the middle ranks of the society while the low social class are those who are in the lower echelons of the society. Social class is used to measure economic standing in the society and the major indicators that will be used to estimate family social class in this study include residential type or house ownership and occupation of parents.

Parents' educational level is the educational attainment the parent attended. This may be primary, secondary, or tertiary level of education. The parent' educational level may have the capacity to influence the self-concept of their child. Research of Borchert, shows that parents educational background moderate their children's self-concept [6]. Judge and Livingston pointed out that highly educated parents discuss psychological, attitudinal and behavioural related issues openly with their children, hence sharing beliefs on personality development and self-acceptance [8]. According to Onyejiaku, the level of parents' formal education is another factor that influences the self-concept of a child. Parents' education level determines the amenities and the cultural level of the home [12].

It is a common observation that a harmonious and properly oriented family background setting contributes to the positive self-concept of a child and on the other hand, a disorganized family background produces a negative self-concept and research conducted on this area has methodological gaps on family background variables such as family size, parents' educational, and family social class level which is what the study sought to fill. Hence, this prompted a researchers to examine the influence of family background on self-concept of secondary school students in Ibiono Ibom Local Government Area of Akwa Ibom State.

2. Statement of the Problem

Secondary school students face a lot of problems emanating from poor family background as a result of their self-concept as students with low self-concept deals with challenges of isolation from their peers, teachers and even parents. This problem poses a great danger on students' academic performance and activities in and out of their respective schools. Poor housing and over-crowded home conditions in Ibiono Ibom may affect student's cognitive ability (self-concept) and total development because of the influence of their family background considering their parents' educational level where both parent has no formal education and family size where in a family they have up to 5 - 7 children and the likes.

Some student's lives with their detached parents and those whom they live with, do not care for them in anyway. These are sets of students that are found picking from trash piles, begging, pick-pocketing, etc. This kind of students develop inferiority complex of themselves among their peers in and outside the school community. They find themselves in situations like this and many more which may positively or negatively influenced their self-concept.

Since self-concept plays a major role in the social relationship, peer relationship, compatibility with life events and behaviour, there is need to identify the influence of family background on self-concept of secondary school students in Akwa Ibom State. This would help to proffer solution on how the influence can be curtailed or improved upon.

3. Purpose of the Study

The purpose of this study was to explore the influence of family background on self-concept of secondary school students in Ibiono Ibom Local Government Area of Akwa Ibom state.

Specifically, the study aimed at the following objectives:

1. To assess the influence of family size on Secondary School students' self-concept.
2. To ascertain the influence of parents' educational level on Secondary School students' self-concept.
3. To find out how family social class influences Secondary School students' self-concept.

4. Research Questions

The following research questions were posted as a guide to the study:

1. How does family size influence secondary school students' self-concepts?
2. How does parents' educational level influence secondary school students' self-concept?
3. How does family social class influence secondary school students' self-concepts.

5. Research Hypotheses

1. There is no significant influence of family size on secondary school students' self-concept.
2. There is no significant influence of parents' educational level on secondary school students' self-concept.
3. There is no significant influence of family social class on secondary school students' self-concept.

6. Significance of the Study

This study will be of immense benefit to parent, School management, future researchers, and curriculum planners. It would help parents to shape positively their child's self-image and to set a good, loving and caring family environment for their children.

The study will also be of immense help to schools management because it will enlighten them on the important factors in the students' family background so as to create parameter to deal with those factors for the enhancement of students' positive self-concept.

To future researchers, this study would serve as a literature to support their arguments and hence improved knowledge. These will have enriched available information on family background specific factors and how they affect students' self-concept in secondary school.

The findings of this study would provide a sound basis for Curriculum Planners to understand that students come from various family backgrounds so as to plan curriculum that will help students reconstruct their misconceptions.

7. Methodology

The descriptive (survey) design was adopted to determine the influence family background and self-concept of students in Ibiono Ibom LGA of Akwa Ibom State. Survey design is a form of design that uses questionnaires, interviews, observations in order to determine opinions, attitudes, preferences and perceptions of persons of interest to the researcher. In survey research, only sample is studied and findings are generalised to the entire population. The sample of this study consisted of 250 Secondary School students two (SS II) students drawn from 10 secondary schools in Ibiono Ibom Local Government Area of Akwa Ibom State. Stratified random sampling was employed to obtain 30% of the total numbers of students from the population were selected to take part as participate.

8. Instrumentation

The researchers developed questionnaire tagged: family background and self-concept (FBSCQ) was used for data collection. It was designed with variables considered under the study and has two sections, A and B. Section A contained items on students family background information on family size, family social class and parents' educational level which was made up of 12 items, while section B sought information about the way a secondary school student sees himself (self-concept) which contained 10 items. The responses were rated using a four point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) =2, and Strongly Disagree (SD) = 1 for all positively worded items. For items with only two (Yes and No) or more options. The first option had 1 point, second option had 2 points, third option had 3 and the fourth option had 4, respectively.

9. Result Presentation

Research Question 1

How does family size influence self-concept of secondary school students in Ibiono Ibom LGA?

The question was raised to determine how family size influenced students' self-concept. To answer the question, the mean and standard deviation score in students' self-concept were determine and compared with the overall mean score based on their family size. For this study, the family sizes considered were 2-4, 5-7, 8 and above. The results were shown in Table 1.

Table 1. *Mean and Standard Deviation Scores of Family Size and Self-Concept of Students.*

Family Size	n	Mean	Std. Dev
2 – 4	74	22.13	3.491
5 - 7	133	25.43	6.5
8 – Above	37	12.18	2.10

Field Work, 2020.

The data presented in Table 1 showed the mean response of students with respect to the influence of their family size

on self-concept. The level of family size considered here were 2-4, 5-7, 8 and above. The overall mean responses of the students with respect to their family size were 22.13, 25.43 and 12.18 respectively. This implied that family size with 25.43 appeared to be more influence in their children's self-concept than the others.

Research Question 2

How does Parents' Educational Level influence self-concept of secondary school students in Ibiono Ibom LGA?

The question was raised to determine how parents' education influenced students' self-concept. To answer this question, the mean and standard deviation score based in students' self-concept were determined and compared with the overall mean score based on their parents' level of education. This section focused on fathers' and mothers' educational level. For this study, five levels of education were determined and used, namely, Primary Education (FLSC), Senior Secondary Education (SSCE/NECO), College of Education (ND/NCE), First Degree (HND/B.SC./BA), Higher Degrees (M.Sc/Ph.D). The results as shown in Table 2.

Table 2. *Mean and Standard Deviation Scores of Parent's Educational Level and Self-Concept of Students.*

	n	Mean	Std. Dev
Fathers' Edu. Level			
FLSC	20	13.42	1.98
SSCE/NECO	84	15.13	2.76
ND/NCE	54	13.01	3.11
HND/B.SC./BA	76	14.79	2.51
M.Sc.Ph.D	10	9.45	1.33
Mothers' Edu. Level			
FSLC	39	7.31	3.43
SSCE/NECO	80	5.45	2.27
ND/NCE	65	4.49	2.15
HND/B.SC./BA	57	4.35	1.79
M.Sc.Ph.D	3	3.15	1.03

Field Work, 2020.

The data presented in table 2 showed the mean response of students with respect to the influence of their fathers' education level on self-concept. The level of fathers' education level considered here were FLSC, SSCE/NECO, OND/NCE, HND/B.SC/BA and M.Sc/Ph.D. The overall mean responses of the students with respect to their fathers' level of education were 13.42, 15.13, 13.01, 14.79 and 9.45 respectively. This implied that fathers' level of education with 15.13 appeared to have influences in their children's self-concept than the others.

The mean response of students with respect to the influence of their mothers' education level on self-concept. The level of mothers' education level considered here were FLSC, SSCE/NECO, OND/NCE, HND/B.SC/BA and M.Sc/Ph.D. The overall mean responses of the students with respect to their fathers' level of education were 7.31, 5.45, 4.49, 4.35 and 3.15 respectively. This implied that mothers' level of education with 7.31 appeared to be of more influence in their children's self-concept than the others.

Research Question 3

How does Family Social Class influence self-concept of secondary school students in Ibiono Ibom LGA?

This question was raised to determine how family's social class influence the self-concept of students. To answer this question, the mean and standard deviation score in students' self-concept where determined and compared with the overall mean score based on their family's' social class. For this study, eight items where determined and used to classify family's social class of students under high and low class.

Table 3. *Mean and Standard Deviation Scores of Family Social class and Self-Concept of Students.*

Family Social Class	n	Mean	Standard Deviation
High	139	23.41	3.31
Low	105	19.49	4.13

Field Work, 2020.

The data presented in Table 3 showed the mean response of students with respect to the influence of their family social class on self-concept. The level of family social class considered here were high and low. The overall mean responses of the students with respect to their fathers' level of education were 13.42, 15.13, 13.01, 14.79 and 9.45 respectively. This implies that family social class with 23.41 appeared to be more influence in their children's self-concept than those with low social class.

Null Hypotheses 1

There is no significant influence of family size on self-concept of secondary school students in Ibiono Ibom Local Government Area.

This hypothesis was formulated to statistically test influence of family size on self-concept of secondary school students. To perform this test, the one-way analysis of variance (ANOVA) statistics was used in analysing the data. The result of the analysis is shown in Table 4.

Table 4. *Summary of one-way Analysis of Variance of Influence of Family Size on Self-Concept.*

Family Size	n	Mean	Std. Dev	
2 – 4	74	22.13	3.491	
5 - 7	133	25.43	6.5	
8 – Above	37	12.18	2.10	
Source of Variance	SS	MS	Df	F
Between Groups	10.706	2.676	2	
Within Groups	226.671	.657	241	.30
Total	237.3777			

Field Work, 2020 P<.05; Critical F_3 241 = 0.775.

The analysis of data in table 4 showed the mean response of students on influence of family size on self-concept. The F-value of .30 which was found to be less than the critical F-value of 0.775 when compared at .05 confidence level with 3 and 241 degree of freedom. Based on this result, the null hypothesis was retained. This means that there is significant difference in the influence of family size on self-concept of secondary school students in Ibiono Ibom LGA.

Null Hypothesis 2

There is no significant influence of parents' Educational

Level on self-concept of secondary school students in Ibiono Ibom Local Government Area. This section focused on fathers' and mothers' educational level, the hypothesis was formulated to statistically test influence of parents' educational level on self-concept of secondary school students. To perform this test, the One-Way Analysis of Variance (ANOVA) statistics was used in analysing the data. The result of the analysis is shown in table 5.

Table 5. *Summary of one-way Analysis of Variance of Influence of parents' Educational Level on Self-Concept.*

Fathers' Educ. Level				
Source of Variance	SS	MS	df	F
Between Groups	156.711	1.172	4	
Within Groups	3559.000	.349	239	.612
Total	3615.711			
Field Work, 2020 P<.05; Critical F_3 241 = 0.775				
Mothers' Edu. Level				
Source of Variance	SS	MS	Df	F
Between Groups	155.418	51.806	4	
Within Groups	4978.600	51.755	239	.491
Total	49944.018			
Field Work, P<.05; Critical F_3 241 = 0.775				

The analysis of data in table 5 showed the mean response of students on the influence of fathers' level of education on self-concept. The F-value of .612 which was found to be less than the critical F-value of 0.775 when compared at .05 level of significant with 4 and 241 degree of freedom. Based this result, the null hypothesis was retained. This means that there is no significant difference in the influence of fathers' educational level on self-concept of secondary school students in Ibiono Ibom Local Government Area.

The mean response of students on the influence of mothers' level of education on self-concept. The F-value of .491 which was found to be less than the critical F-value of 0.775 when compared at .05 level of significant with 4 and 241 degree of freedom. Based this result, the null hypothesis was retained. This means that there is no significant difference in the influence of mothers' educational level on self-concept of secondary school students in Ibiono Ibom Local Government Area.

Null Hypothesis 3

There is no significant influence of Family Social Class on self-concept of secondary school students in Ibiono Ibom Local Government Area.

This hypothesis was formulated to statistically test influence of family social class on self-concept of secondary school students. To perform this test, the independent t-test was used in analysing the data. The result of the analysis is shown in Table 6.

Table 6. *Summary of independent t-test Analysis on influence of Family Social Class on Self-Concept.*

Family Social Class	n	x	SD	df	t_{cri}	t_{cal}
High	139	23.41	3.31	242	1.96	7.32
Low	105	19.49	4.13			

Field Work, P<.05; df =242, 1.96.

The obtained t-value of 7.32 in table 6 when compared to the critical t-value of 1.96 at .05 level of significant with 242 degree of freedom; it was found to be greater than the critical value of 1.96. Based on this finding, the null hypothesis was rejected. This means that family social class had a significant Influence on self-concept of secondary school students in Ibiono Ibom Local Government Area.

10. Discussion of Findings

The results of findings in this study were discussed in this section based on the hypotheses used in guiding the study.

Family Size and Students' Self-Concept

The findings of the study as regards the influence of family size on self-concept indicated that students from family size of 2-4, 5-7 and 8 above family members or siblings e has no significant influence on self-concept. This could be attributed to the fact that students in the rural areas are selective in what they accept as influence to their self-conceptions and sees family size as not related in any way to their self-perspective or self-identity and academic performance. This finding agreed with the study of Lacovou who found out that family size whether large or minimal does not influence the self-concept of a child [10]. It is not possible that family size may determine the type of self-concept, as self-concept is developed and influence by the level of self-knowledge, self-awareness and social self and has nothing to do with the total number of individuals comprising a family unit.

This study is as no significant influence on self-concept. From the result, it was found that both larger and minimal family size is in with the findings of Augustina who studied the influence of family size on the perception of adolescents in secondary schools in Plateau State of Nigeria. Her study revealed that adolescents whether from small, medium or large family size often develop either negative or positive self-concept irrespective of the number of children in his or her family. She further stated that self-concept develop as a result of the inner (internal) conviction about oneself and has nothing to do with the number of children in the family or family size [3].

Parents' Educational Level and Self-Concept of Students

The findings of the study had to do with the influence of fathers' educational level on self-concept of students indicated that fathers' educational attainment of either FCLC, SSCE, NCE, HND and above has no significant influence on the students' self-concept. From the results, it was found that students whose fathers' educational level is high do not feel they are not doing well in school than those whose fathers' educational level is low. The results may be due to students feeling respected and stable at all times irrespective of the fathers' educational attainment. This findings agreed with the study of Frederic, Simon and Boivin who stressed how important it is for fathers to be aware of the potency of the level of their educational attainment and not to influenced it on their adolescents' self-conceptions and academic attainment especially those of their sons. They suggested that fathers' educational attainment does not have a direct

influence on their adolescent's cognitive and behavioural outcomes [7].

The findings of the study revealed that mothers' educational level of either FLSC, NECO, ND, HND, B.SC and above does not influence students' self-concept in Ibiono Ibom Local Government Area. From the results, it was found out that students are proud of their parents and thinks that he/she looks good and should be liked by people irrespective of his/her mothers' educational level of either low or high. This is agreed with Iversion and Wallberg's work family impacts on self-identity and achievement of secondary school students in Kamau, Kenya [9]. Among the pertinent issues discussed in the work were the influences of mothers' level of education on students' self-conceptions and achievement. It was concluded mothers' level of education does not significantly influence the self-conceptions and achievement of their children. This study also shares the view of Smith who found out that many mothers who had not gotten the opportunity to obtain formal education required for a high self-identity does not influence their children to conceive high self-identity, as they were not able to fulfil on their parts [16].

Family Social Class and Self-Concept of Students

The findings of the study indicated a significant influence of family social class on self-concept of students. From the results, it was found that students from high social class families tend to develop a more positive self-concept than those with low family social class. The findings can be attributed to the occupation of the parents, that is; teaching in either a government owned secondary or primary school as that is the only basic occupation rated as belonging to the high social class in the area study and children living in their father's built house which may have influenced or impacted on the children's self-concept.

This study agreed with the study of Rohe and Steewart who found out that ownership of house by parents may contribute to a child's self-concept in a number of ways. First, in the Nigerian society, owning a house is a rite-of-passage symbolizing that such parent has achieved a certain economic social class. Thus, attaining this goal, children from such homes tends to be satisfied and they develop positive self-concept. House ownership contributes to both psychological and physical health of the children as such parents have additional assets that can be used to pay for improved health care of their children. Compared to renters, children whose parent own houses also have additional security of tenure, which may result in a less stressful life and as such, leads to a positive self-conception [13].

Secondly, children's self-concept may be influenced by how they see themselves as compared to others. If they see themselves as doing better than those around them, they are likely to have higher levels of self-concept, this is because children whose parent owned houses may take that housing tenure as an indication that they are doing better than many, particularly renters. This self-perception may be otherwise for children with lower-income parents who are more likely to be renters and thus, having a low or negative self-concept.

11. Conclusion

Based on the results of the study it could be concluded that family size and parents' educational level do not influence self-concept of secondary school two (SS2) in Ibiono Ibom Local Government Area. Inferably, the study found out that family social class influences students self-concept in Ibiono Ibom. The higher the social class of the family, the more positive oriented self-concept a student develops. While students from low family social class tends to develop negative self-concept due to compromise educational upbringings. The influence of family background on self-concept of secondary school students could be, if parents, teachers and school authorises make conscious effort to promote and inculcate positive self-concept on their students and wards.

12. Recommendations

1) Sequel to the findings and discussion from the study; the research recommended the following:
2) School authorities should organize periodic talks, conferences and seminars for students on how to maintain positive self-concept.
3) State secondary school board should post professional counsellors to all secondary schools in order to help students maintain positive self-concept.
4) Parents irrespective of their social class should monitor their children's activities in order to enhance their positive self.
5) Equally, the family lays the psychological, moral and spiritual foundation in the overall development of the child self-concept. Thus, positive-oriented self-concept can be developed and enhanced if parents can show concern for their children by providing their basic needs and this gives the child the ability to develop positive self-concept.

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