

# Investigating the Impacts of College Students Background Academic Performance

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## ABSTRACT

This paper investigates the influences of background to student's academic performance in Debre Markos College of Teacher Education, Ethiopia. The research was conducted among randomly selected one hundred and seventy students in Debre Markos College of Teacher Education, Ethiopia. The results from data analysis using NCSS 2000 reveals that student's there is no significant relationship between student's academic performances with age, sponsor's monthly income, and parental highest educational qualification. But, there is significant relationship between academic performances (measured in terms of CGPA) and student's family settings and number of children in the family.

## Keywords:

Academic performance, Cumulative grade point average, Background knowledge.

## 1. INTRODUCTION

Many researchers and scientist agree that success in school is associated with social background factor. The main focus of this research is to adress the responsibility of training a student always lies in the hand of the parents, this congruent with the common assertion sociologist that education can be an instruction of cultural change which is being taught from home is relevant in this discuss. It is not of place to imagine that parental socio-economic background can have possible effect on the academic achievement of student, whatever affect the development environment of children would possible affect their education or disposition to its parental status is one of such variables [3, 17]. This research tries to establish whether there is a correlation between the students' social and parental background and his/her school performance and also examine if and how moving to a higher grade influence the correlation between academic achievement and family background. In line with the above assertion, had also argued that socio economic status of parents do not only affect the academic performance but, also make it possible for student from low background to complete well their counter parts from high socio-economic background under the same academic environment.

Student's academic performance such as grades and test scores had been identified as one of the measures to determine the effectiveness of students' education at any level and grade point average (GPA) has long been regarded as a numerical criteria of academic performance of student [4, 5, 17]. This is a product of various factors example psychological socio-economic and environmental factors. Students performance are not the result of simple cause-effect relationships, but of interactions among factors such as ethnicity, gender, age, learning abilities, learning support, motivation of learning and achievement even elaborated that student performance is very much dependent on the type and location of the institution as well as the socio-economic background a reported that the performance of students is not affected by factor such as age

but is associated with qualification in the contact of quantitative subjects, education institutions worldwide have always placed great emphasis on the factors governing the performance of students growing numbers of education institutions particularly college and universities where there students' population are matured working adults are expressing concern as their students may get deviated or their performance affected along the course of study because of the commitments in life. Hence, the scope of the study is to determine some of the underlying factors that may affect student's performance example previous education level, age group and the semester course led.

Chansarkar and Mishacloudis, (2001) reported that the performance of students is not affected by factor such as age bit is associated with qualification in the context of quantitative subjects. Nevertheless there are research that has discovered significant differences in performance, learning, attitudes, motivation and experiences based on age.

Aistete and Beutell (2004) investigation, it was found that prior academic qualification which measured in standardized test score such as SATS and GMATS did not relate to college learning courses. Considering all these possible variables that affect the students by researchers either from a conventional or open distance learning institutions, we have selected the age and prior academic qualification factors moderated by the number of courses registered in our study. A moderator is a qualitative or quantitative variable that may affect the direction and/or strength of the relationship between the dependent and independent variables, specifically within a correlation analysis framework, a moderator is a third variable that effect the zero-order correlation between two other variable.

Haverman and Wolf (1995) found that children attainment depends on the social investment in children, and the choices that children make, given the investments in and opportunities available to them. But in Ethiopia this kind of choice is limited to a section of urban students. However Haverman and Wolf in their paper reviewed different researches since 1970s and find some common determinants of children performance the most commons are those related to human capital of parents. The human capital of the mother is usually more closely related to the attainment of the child than is of the father. The income level of the family is positively associated with the education attainment of the child growing up in a family in which the mother chooses to work appears to have a modest adverse effect on education attainment due to loss of child care time, through have some other positive effects. The children of one-parent family or experiencing the work negatively related to the level of schooling attained. The number of siblings, religiousness, schooling, and the presence of books at home are found to have large and significant effect on children performance. Among different factors that affect student's performance are educational background [15, 16, 17], parental background [11], and parental socio-

economic status. Student's academic performance as how well a student is accomplishing his or her tasks and studies [14].

Student's academic performance is measured in different ways in different literatures. Many researcher planners and educationist have given their ideas of the areas in which of student lives in either urban or rural area on the academic performance of the students. Societies all over this world have used education as an instrument for the achievement of their national interest and objectives, education is an instrument pan excellence for effecting national development. Four fosters the worth and development of the individual for the individual sake and for the general development of the society [4]. Factor that affect students' performance ranges from parental, educational, social backgrounds. Among the social background are involvement in clubs and organizations [16, 17], involvement in cultism [3]. Anwar developed a model that explained the relationships that exist among ten different parameters, such as sponsor's income, father's education, mother's education, gender, age etc, and student's academic performance using the CGPA (Anwar, 2012).

## 2. STATEMENT OF PROBLEM

The work of Adeyemo (2010) identified that some parameters such as student's background, classroom correlates and parental educational attainment and performance of students in science subjects at senior secondary school level. In tertiary institution of learning, many seeming less privileged students often resigned to fate and attributes their low academic performance to mean background. Hence this research focuses on investigating the impact which some identified background parameters have on student's academic performance.

**METHODOLOGY** This research is a descriptive research. This chapter focuses on method of investigation such as construction of questionnaire, administration of questions and data collection. The main objective of the study is to measure the impact of background on student

### Hypothesis 1:

$H_{0, 1}$  = there is no relationship between students academic performance and parental highest qualification.

$H_{1, 1}$  = there is relationship between students academic performance and parental highest qualification.

Table 1 indicates that the calculated value of Chi-square statistic was 25.806653 at 24 degree of freedom. Because the significant level reflected 0.363048, the null hypothesis is therefore accepted as produced by NCSS 2000. This implies

### Hypothesis 2:

$H_{0, 2}$  = there is no relationship between students academic performance and family type.

$H_{1, 2}$  = there is relationship between students academic performance and family type.

As revealed in Table 2, there is no statistically significant relationship between family type (i.e be it a monogamous or polygamous family) and student's academic performance. The

### Hypothesis 3:

$H_{0, 3}$  = there is no relationship between students academic performance and primary

$H_{1, 3}$  = there is relationship between students academic performance and primary

Table 3 shows that there is no any relationship between the student's performance and the primary school type (i.e

performance, academic performance and parental status at Debre Markos College of Teacher Education.

## Sampling Procedure

The instrument was administered among one hundred and seventy randomly selected students from randomly selected four departments in Deber Markos College of Teacher Education, Ethiopia. As a way of examining the impact of background on students' performance, student's class of grade (Cumulative Grade Point Average) was compared with some background information on the student. To simplify the research procedure, some of the questions asked include:

- i. What relationship exists between parental educational level and student's performance?
- ii. Is there a relationship between the type of family setting i.e. it measures whether the family is a monogamous family or polygamous family setting and academic performance of the student?
- iii. Relationships that exist between total number of children in the family and academic performance of the respondents.
- iv. What type of relationship exists between financial status (range of monthly income) of the sponsor and academic performance of the student?
- v. Is there any relationship that exists between educational background of the student and their academic performance?
- vi. Whether demographic data such as gender, age etc. has any contribution to student's performance?

## 3. RESULTS AND DISCUSSION

The data analysis was done on NCSS 2000 and the results are as shown and discussed in this chapter of the report

**Table 1** Chi-Square Statistics Section (parental education and student's performance)

Chi-Square	25.806653	Accept Ho
Degrees of Freedom	24	
Probability Level	0.363048	

that parental academic background is statistically insignificant in student's performance which is in line with Adeyemo (2012). This is at variance with discovery of Anwar (2012) which discovered that father's educational level contributes positively to student's performance in secondary school.

**Table 2.** Chi-Square Statistics Section (Family type and student's performance)

Chi-Square	19.957185	Accept Ho
Degrees of Freedom	12	
Probability Level	0.067900	

Chi-square value was 19.957185 and 12 degree of freedom. Because the probability level of 0.0679 was more than 0.05 thresholds, the null hypothesis is therefore accepted.

**Table 3** Chi-Square Statistics Section (Student's academic performance and primary)

Chi-Square	16.327241	Accept Ho
Degrees of Freedom	12	
Probability Level	0.176703	

be a private or public).it does not matter the of type school the student attends. The chi-square value is 16.327241 and the

degrees of freedom is 12, while the probability level is

#### Hypothesis 4:

$H_{0,4}$  = there is no relationship between students academic performance and secondary

$H_{1,4}$  = there is relationship between students academic performance and secondary

As revealed in Table 4, there is no statistically significant relationship between secondary and student's academic performance. The Chi-square value was 3.465796 and 3 degree of freedom. Because the probability level of 0.325225

#### Hypothesis 5:

$H_{0,5}$  = there is no relationship between students academic performance and age range

$H_{1,5}$  = there is relationship between students academic performance and age range

Table 5 indicates that there is no any significant between the age range and the student's performance. The chi-square value is 5.858689 at a 3 degree of freedom, while the probability is 0.118691 greater than the reject threshold

#### Hypothesis 6:

$H_{0,6}$  = there is no relationship between students academic performance and gender

$H_{1,6}$  = there is relationship between students academic performance and gender

Table 6 indicates that the calculated value of Chi-square statistic was 1.569538 at 3 degree of freedom. Because the significant level reflected 0.666316, the null hypothesis is

## 4. CONCLUSION AND RECOMMENDATION

On the basis of the results from the data analysis, parents are hereby encouraged to give birth to a total number of children that they will be able to take care of conveniently. Another important thing worthy of note is that motivation and individual expectation of students also affect their academic performance. Moreover, students from families with weak financial capacity should ensure there is a means of financial support which they will use to supplement the little financial support from their sponsors. Such students can access scholarship facilities that may be available for their level of academic pursuit.

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0.176703, so the null hypothesis could not reject

**Table 4 Chi-Square Statistics Section (Student's academic performance and secondary)**

Chi-Square	3.465796	Accept Ho
Degrees of Freedom	3	
Probability Level	0.325225	

was more than 0.05 thresholds, the null hypothesis is therefore accepted. It falls in-line with Anwar (2012) especially in engineering student's group of his respondents.

**Table 5 Chi-Square Statistics Section (Student's academic performance and age range)**

Chi-Square	5.858689	Accept Ho
Degrees of Freedom	3	
Probability Level	0.118691	

0.05 which could not be rejected. It is in-line with Mark (2008). At lower level in tertiary education (like freshers), the age may not have impact but at higher level, it definitely has impact as shown by Anwar (2012).

**Table 6 Chi-Square Statistics Section (Student's academic performance and gender)**

Chi-Square	1.569538	Accept Ho
Degrees of Freedom	3	
Probability Level	0.666316	

therefore accepted as produced by NCSS 2000. This implies that gender is statistically insignificant in student's performance.

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