



INFLUENCE OF PARENTAL EDUCATIONAL BACKGROUND ON THE ACADEMIC PERFORMANCE OF STUDENTS IN LAGOS STATE NIGERIA: COUNSELLING IMPLICATIONS

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ABSTRACT

This study focuses on the rationale for poor performance of secondary school students from both literate and non-literate homes family's backgrounds whose parents cannot guide their children in their day-to-day activities in school; to find out what could be done to encourage children from both literate and illiterate family's backgrounds to improve academically. An inferential research design was used; the population is all secondary students in Lagos state. A purposive sampling technique was used to select five junior secondary schools in Ojo Local Education District of the State. A self-constructed questionnaire known as Parental Educational Background on Academic Performance Questionnaire (PEBAPEQ) was administered for data collection. A questionnaire was validated by the expert in test and measurement. The information collected was analyzed using simple percentage and dichotomous scale. The findings showed that educational backgrounds of parents have positive effect on student achievement. Also, attainment of educated parents make possible for them to see that their prospects reach the highest level in life. The study recommends that education is a very important tool in the life of a child; it is an instrument of social change and a tool for enlightenment. With this assertion, parents should encourage their children to enroll subjects they desire which can improve the child's academic performance in school and total life. Also, the school administration should ensure that they find a way of getting in touch with pupils' parents because it is their duty to give regular information on the activities of the school.

KEYWORDS: Influence, Parental, Educational Background, Academic Performance and Counselling.

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INTRODUCTION

In every human population, the family is regarded as the basis for every society, and marriage is the root of the family and society. The family is believed to be the natural environment for the growth and wellbeing of its entire members and particularly students who should be afforded necessary protection and assistance to assume responsibilities in the community. Education is the process of transmitting what is worthwhile to members of the society (Okagaki & Frensch 1998). Education is the best opportunity a nation can give to her citizens especially the youths. This is because education is very important in the development of any nation or community. According to Okagaki & Frensch (1998), education embraces all those experiences of the individual through which knowledge is acquired and intellect enlightened. Education is what goes on from one generation to another generation. In this context, education is the process of socializing the child to grow up as a fulfilled member of the society through informal, formal and non-formal process. Informal education is the process of acquiring knowledge about the environment and beyond through living with one another. Formal education is a consciously planned form of socialization in a formal setting such as school. Non-formal education involves all those systematic programmes and processes of education and training that is done outside formal education setting. All these forms of education cannot be achieved without the influence of the family (Nwabachili & Egbue, 2003).

REVIEW OF RELATED LITERATURE

Osarenren (2012), opined that parents have no time to monitor the progress of their children especially in their career, this is because of the rail race for materials. The traditional love and security which the parents are supposed to give their children for their proper mental development are no longer forthcoming. There is the traditional fear from children that if they fail, parents will beat or punish them. The parents have left everything in the hands of the teachers, parents might be rich and educated but they might not have the time to guide children in their academic performances which makes the child to be highly illiterate.

In view of Zhonglu & Zeqi (2018), families with better financial income take advantage of their benefits to access higher education opportunities for their children and improve their chances of acquiring better education. Folaji (2005), emphasized the fact that broken homes may also have an impact on students' performances in education. Such children may lack material or parents' affection thus evading self-concept. Parental occupation is also an important family background variable. The occupation of one's parents may determine to a large extent one's opportunity to attend secondary school or not. Kainuwa and Yusuf (2013), posits that parents such as lawyers, doctors, musicians among others like their children to acquire occupations.

Kosgei, et al. (2013), affirmed that teacher experience has a great impact on student overall performance in primary schools and at higher secondary stage. Skilled teachers have a richer background of experience to draw from and might contribute perception and ideas to the direction of teaching and learning process. They

are open to correction and much less dictatorial in classroom. Teachers' experience and student achievement was that students taught by extra experienced teachers obtain at a better stage, due to the fact that their teachers have mastered the content material and acquired classroom management competencies to cope with different kinds of classroom issues. Moreover, extra experienced teachers are taken into consideration to be more capable on the most appropriate way to teach specific topics to students who differ in their competencies, previous knowledge and backgrounds.

Battle & Lewis (2006), asserted that most vocational students were children whose parents were farmers or craftsmen. In Nigeria most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, brick laying, petting trading and others. In the study area, there is general poor performance among secondary school students. Evidence of poor performances are seen in both students' internal and external examination.

The aims of the study are to find out causes of poor performance in secondary schools; to identify the poor performance by students in secondary schools (both from non-literate family background and literate families) whose parents cannot guide their children in their day-to-day activities in school; and to find out what could be done to encourage children from both literate and illiterate family backgrounds to perform academically.

Statement of the problem

Many students in Nigerian secondary schools are in greater risk of poor academic achievement in both internal and external examinations. It was observed that student from non-literate family background do not perform well educationally and their responses and disposition to education is often very low and poor. Also, children from literate families where parents do not monitor their children's education do not respond well to class activities and they are generally not interested in most educational activities. Authorities, parents, teachers and students blame each other for students' negative overall performance in schools. Parents blame teachers for loss of determination to responsibilities. The teachers blame authorities for low salaries which are demotivating. Parents also accuse authorities for not equipping the schools with learning materials. Authorities blame parents for not properly supervising students' homework and the students are blamed for lack of discipline and determination to their studies

Research Objectives

The research objectives of this study are:

- (i) To find out causes of poor performance by students in secondary schools.
- (ii) To identify the poor performance by students in secondary schools both from illiterate family background and literate families whose parents cannot guide their children in their day-to-day school activities
- (iii) To find out what could be done to encourage children from both literate and illiterate family backgrounds to improve academically.

- (iv) To identify the influence of parental responsibility and learning ability of the student.

Research Questions

1. Does the parental educational background have significant impact on student academic performance in junior secondary schools?
2. Do students from literate family background perform better than those from illiterate family background?
3. Do teachers educational background has positive effect on student achievement.
4. Does parental responsibility has a positive impact on the learning of the student in junior secondary school

METHODOLOGY

An inferential research design was used. Purposive sampling technique was used to select five Junior Secondary schools in Ojo Local Government Area of Lagos State. The instrument used for this research work is the questionnaire designed based on two ways Likert scale. 'Yes' or 'No' to collect data from the respondents. The questionnaire was divided into two parts. The first part seeks information about the bio-data of the respondents while the second part consisted of items on the Parental Educational Background on Academic Performance Questionnaire (PEBAPEQ). Self-Constructed Questionnaire with face and construct were validated by expert in the department of Test and Measurement.

The instrument's was determined through a test-retest method, which was carried out in Mushin local government area of Lagos State on fifty students. The test yield reliability estimate of 0.76. The questionnaire was administered to the participants with the assistance from class teachers. Respondents were instructed to read the question carefully and tick the appropriate response to each item in the questions and give explanation where necessary. The information collected was analyzed using percentage; dichotomous scale was used and the collected information was tabulated in relation to the response of the respondents.

RESULTS

Research Question 1: Does the parental educational background have significant impact on students academic performance in junior secondary schools?

**Table 1:** Educational background of parents on students achievement

S/N	QUESTION	YES	%	NO	%
1.	Does education of your parents have any effect on your learning as a learner?	4	80	1	20
2.	Does your parent assist you in achieving your goals in life as a learner?	4	80	1	20
3.	Does your parent provide all your school needs?	4	80	1	20
4.	Does your parent have any involvement in your academic pursuit as a learner?	5	100	-	0
5.	Does the level of education of your parents afford you the opportunity to be more educated than your parents?	5	100	-	0
Total		22	88	3	12

From Table 1, the average percentage shows that 88% agreed on the response while 12% of the respondents that educational background of parents has positive effect on student achievement.

Research Question 2: Do students from literate family background perform better than those from illiterate family background?

Table 2: Family background on educational attainments of students.

S/N	QUESTION	YES	%	NO	%
1.	Does your parent help you out in your school work and assignment?	4	80	1	20
2.	Does your parents' level of education have any effect on your academics?	3	60	2	40
3.	Does inadequate love and care or support from your parents contribute to your level of performance in school?	4	80	1	20
4.	Do your parents contribute to your performances in school activities?	4	80	1	20
5.	Does your position in the family affect your performance in school?	3	80	2	40
Total		18	72	7	28

From Table 2, the average percentage shows that 72% of the respondents agreed while 28% of the respondents shows that family background do have effect on educational attainments of students.

Research Question 3: Do teachers educational background has positive effect on student achievement.

Table 3: Educational background of teachers on students' achievement

S/N	QUESTION	YES	%	NO	%
1.	Does your educational level as a teacher have any effect on your student character and behaviour?	5	100	-	0
2.	Does your educational background have any positive effect on your student performances in school?	5	100	-	0
3.	Does your educational background have any negative effect on your student background?	3	60	2	40
4.	Do you, as a teacher, guide the student under your care in their academic progress?	3	60	2	40
5.	Does your background, as a teacher, have effect on your educational attainment?	-	-	-	-
Total		21	84	4	16

From Table 3, the average percentage showed that 84% of the respondents agreed while 16% of the respondents that educational background of teachers has positive effect on student achievement.

Research Question 4: Does parental responsibility has a positive impact on the learning of the students in Junior secondary school

Table 4: Impact of parental responsibility on the learning of the students.

S/N	QUESTION	YES	%	NO	%
1.	Does your educational background, as a parent, have any positive effect on your student educational achievement?	7	70	3	30
2.	Does your educational background, as a parent, have any impact on your student all-round development?	6	60	4	40
3.	Do you, as a parent, involve yourself in your children's learning, in assisting him/her in his/her homework?	9	90	1	10
4.	Do you, as a parent, help your student in junior school in choosing their future career?	6	60	4	40
5.	Does your economic status, as a parent, afford you the need to support your student schooling financially and schooling financially and materially?	7	70	3	30
Total		35	70	15	30

From the above table 4, indicated that 70% of the respondents agreed while 30% of the respondents that parental responsibility has a positive impact on the learning of the student.

FINDINGS AND DISCUSSIONS

The study revealed that educational backgrounds of parents have positive effect on student achievement. It was supported by Khan, et al. (2015), that family characteristics represent a number of variables like education, income, beliefs, occupation, size of family which have implication on the performance of children; socio-economic status of parent is the best predictor of student academic achievement and parental education is considered the most permanent aspect of socio-economic status. In that educated parents who do not want their wards to be bus driver, meant to mention a few because of their level of education. Parents support learning and provide computers for their children. That is why children from educated families perform better in school than their counterparts whose parents are uneducated.

According to Abdul-Adil & Farmer (2006), parental involvement comprised of parental attitudes, moves, pattern, events that occur internally or outside the college surroundings to guide children's educational or behavioral fulfillment in their enrolled college. In view of Kohl, Lengua & McMahon (2000), parents who are concerned with their children educational activities often attend school and their children do better academically from kindergarten to college. Parents involvement send vivid messages to their children; demonstrating their intent and interest in their education and also strengthening the concept that school is essential.

The study also revealed that educated parents make it possible that their children realise their achievement can reach the highest level in life. The teachers, doctors and others as mentioned earlier would like to see their children aiming to attain the highest qualification than them. For this reason, parents with higher educational background provides their children with intellectual stimulation which could be in form of biro, pencil, book, computer and recording papers as a way of motivating them. The occupation of one's parents may determine to a large extent one's opportunity to attend secondary school or not. This is supported by Kainuwa & Yusuf (2013) that parents like their children to be qualified. Examples of such people in the country include Gani fawehinemi, the prominent human right lawyer, Oliver Akalite (Oliver De Coque) and Osita Osadebe who was famous musicians. Each of these great men had one or more of his children in his type of occupation. It was observed by Battle & Lewis (2008), that in Nigeria most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, brick laying, petting trading and others.

The effect is that only the children from parents who are rich and educated and who know the value of education can provide all these facilities for their children as opposed to the poor (Kohl; Lengua & McMahon, 2000). The rich send their children with all the necessary facilities like biro, books, pencils, etc and yet could not motivate them. They engage in one work or the other, move from one business to the other leaving their children to housemaids.

The study also revealed that educational background of teachers has positive effect on student achievement. Kosgei, et al. (2013), affirmed that teacher experience has a great impact on student overall performance in

primary schools and at higher secondary school. Skilled teachers have a richer background of experience to draw from and might contribute perception and ideas to the direction of teaching and learning process. They are open to correction and much less dictatorial in classroom. Teachers' experience and student achievement was that students taught by extra experienced teachers obtain at a better grade, due to the fact that their teachers have mastered the content material and acquired classroom management competencies to cope with different kinds of classroom issues . Moreover, extra experienced teachers are taken into consideration to be more capable to focus on the most appropriate way to teach specific topics to students who differ in their competencies, previous knowledge and backgrounds.

The study also revealed that parental responsibility has a positive impact on the learning of the student. This was supported by Ceka & Murati (2016), that children have primary educators in their lives – their mother and father and their teachers. Parents are the prime educators till the child attends nursery or begins school and continue to be the main impact on their children's study through school and beyond. However, a mother is continually closer to children. Parents are their children's most powerful role model and best influence. Children usually adopt parent's values and forms of conduct. But, if parents are a high-quality impact in their children's daily lives, and most significantly of their normal education, the future will likely be more lovely and successful. Also agreed with by Lynch (2018), is that when parents are concerned with their children's schooling, children are more engaged with their school work. Parents' attitudes towards education can both encourage children and empower them as they undergo their personal educational journey. Thus, parents have to be actively involved in their children's education, and ensure children acquire an excellent education.

CONCLUSION

The educational backgrounds of parents have positive effect on childrens' achievement. The qualification of educated parents make possible influence children's attainment of higher education qualifications. Most experienced teachers agree that children's achievement in school was linked to socio-economic status. The parental responsibility has a positive impact on childrens' learning.

Counselling implications

This study looked into the parental educational background on the academic performance of students in junior secondary schools. It is imperative that counsellors are much needed to counselling both parents through teachers' forum in the school as well as the student. Therefore counsellor plays a significant role towards attainment of knowledge and counselling on the students.

The counseling implications are as follows:

1. Schools should empower counsellor with counselling units for proper counselling.
2. There should be parent's forum association that would create an open rapport between counsellors and the parents.

3. Counsellor should use both individual and group counselling techniques for counselling on improvement of performances.
4. Parents and guardians should be counselled not to allow their children or wards to be influenced negatively by peer group pressure.
5. Parents should be counselled by counsellors on the acceptability of their children's genetic status and encourage them to work financially toward the achievement of their children.

RECOMMENDATIONS

Education is a very important tool in the life of a child. As it is an instrument of social change and a tool for enlightenment. The study recommended that:

1. Parents should encourage their children to offer subjects they desired. Should not force them to do or offer the subject they cannot do or cope with. Because this can affect the child's academic performance in school and total life.
2. Parents should get aside something with which they can help their children with assignment.
3. The school administration should ensure that they find a way of getting in touch with pupils' parents because it is their duty to give regular information on the activities of the school.
4. Educational planners on the other hand, should make sure that they provide all the necessary materials for efficient and effective teaching and learning in schools. So, as to achieve the desired educational aims, goals and objectives of the school and society as a whole. This is very important because, the gap between the children from upper socio-economic class and those from lower class can be bold educationally if this is done.

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