

Influence of Parents' Educational Qualification on Academic Achievement of Students in Colleges of Education in the North Eastern Region of Nigeria

Aminu Sani, Ph.D

*Department of Educational Foundations
Taraba State University, Jalingo
Taraba State, Nigeria
alamintsujalingo@gmail.com*

Bilkisu Abdulkadir Yammama

*Department of Social Sciences
College of Administrative Studies and Social Sciences
Kaduna Polytechnic
Kaduna State, Nigeria*

Usman Bakari

*Department of Social Science Education
Taraba State University, Jalingo
Taraba State, Nigeria*

Abstract

This study investigated the influence of parents' Educational qualification on students' Academic Achievement in Colleges of Education in the North Eastern Region of Nigeria. Two objectives and two hypotheses were formulated to guide the study. Descriptive survey research design was used and a population sample of 350 students of Colleges of Education was used. Parents' Educational Qualification Questionnaire (PEQQ) was used as the instrument for data collection; Students Academic Achievement Scores in Cumulative Grade Point Average (CGPAs) was also used. Multivariate Analysis of variance (MANOVA) was used to test the two null hypotheses at 0.05 level of significance. The results showed that significant difference exists in fathers' educational qualification and academic achievement of student; more so, significant difference exists in mothers' educational qualification and academic achievement of students. This shows that parents' educational qualification has positive influence on students' academic achievement. The study recommended that Guidance and Counselling unit of Colleges of Education should encourage parents who have low educational qualification, to as a matter of urgency and priority, forward their education to moderate or high level of education. Also, government and private organizations should be encouraged to invest in girl-child education, so that females as future mothers will be highly

educated in order to substitute in case of death, the role of fathers in the child upbringing, and also to complement the fathers' effort in educating the child with a difference.

Keywords: Parents Educational Qualification, Influence, Academic Achievement, Students, Colleges of Education

Introduction

Students in the learning environment are of different backgrounds, ranging from emotional, physical, social and educational orientation. Psychologists believe that some of the features taken and exhibited as a behaviour of students are inherited from their parents (father and mother). Bandura (1977) (as cited in Papala, 1994), affirms that social learning occurs through reciprocal interaction of cognitive, behavioural and environmental factors in which behaviour of children is determined by these three factors. Studies by Sani (2015), Sani (2016), Garuba (1999) and Gidado (2011) revealed that there is high tendency of a child whose father or mother is educated to become as equal as either the father or mother or even more than them. Sani (2016) revealed that truancy has positive relationship with parent's educational background. This shows that the higher the educational qualification of parents, the lower the truant behaviour exhibited by pupils in schools; the lower the educational qualification of parents, the higher the truant behaviour of pupils in schools. Therefore, education might have relationship with the personality traits and educational attainment of parents to probably have positive reflection in the educational achievement of their children.

Education plays an essential role in the acquisition of knowledge and skills. It is a tool which can be used to train the future generation to inculcate skills and competencies (Dakar, 2014). The way the child is raised has an adverse impact not only on oneself but on the whole society. While growing up, the child spends most of his time at home; and the type of environment he or she is brought up also hampers his/her cognitive development. In order to help a child grow in good health, parents should come into the picture in shaping the child's character and frame of mind. Relevant literature from Mohammed and Micheal (2012) shares that the level of education which the parents have achieved can also affect the child's growth, as literate parents have the ability to instil wisdom acquired by them to their children. Literate and illiterate parents differ in the sense of being able to read. Darker (2014) (as cited in Khan, 2015), found that education of a child needs multidimensional efforts. Students, Teachers' Colleges and Parents have their importance in the learning process. Parents' education is such a crucial factor for a child for his/her future. Darkar (2014) revealed that the children of educated parents are more confident, resourceful and experienced than the children who come from uneducated homes. Relevant report from the Federal Republic of Nigeria (2010) revealed that

children with highly educated parents do fairly well in school than those with less educated parents. Academic achievement is essential to get promoted to the next level in schools and tertiary institutions. The turning points of the lives of the students are when they get into tertiary level of education. From that stage, the students get to perform well in academics in order to have secure life, by getting enrolled in the university. Students with high grades would not have hindrances while applying for jobs, compared to their counterparts with low grades, as the first criterion which the employers seek is the grade. Gruca (1989) (as cited in Gooding, 2014), revealed that there is a relationship between the level of education of parents and the academic achievement of students. The role of parents is really huge not only on educating their children but also grooming them to become better citizens.

Parents' educational qualification refers to the qualification of parents as they attained from the formal educational setting. The educational qualification of parents to some extent serves as extrinsic motivation for students to improve their performance in school. Maslow (1954) (as cited in Erdo, 2012) stated that man's behaviour is controlled by both internal and external factors. In addition to the teaching and learning situation, the teacher is expected to motivate the students by manipulating the physical and social environment in such a way to evoke the tension and desire to learn and solve problems. Motivation has tendency to enhance achievement, this shows that students in a teaching and learning situation need to be motivated. Extrinsic motivation is not only important in getting students engaged in academic activities, it is also important in determining how much students will learn from the activities students perform or the information to which they are exposed.

Individuals at all levels of learning need to be motivated in order to attain higher educational achievement. Michael (2008) found that significant relationship exists between parental variables and academic achievement of students. One of the parental variables include education of the parents which contributes to the academic achievement of the students in schools. Sani (2017) affirmed that parents' educational qualification relates significantly to academic achievement of students. The researcher further affirmed that the higher the educational qualification of parents, the higher the achievement of students in schools, with regards to motivation to achieve greatness in learning. Also, Onochie and Okpalla (1985), (as cited in Sani, 2015) discovered that educational level of parents which is an indicator of socio economic status, has direct effect on child's values and academic achievement in the school. The scholars further affirmed that children from illiterate families may learn little or nothing from home that can help them develop interest in academics. This is in contrast to what is obtainable from children that come from

literate families, where parents provide atmosphere that is conducive for the formation of good study habits (Qeca, 1980 as cited in Garuba 1999).

Okwulanya (2003) (as cited in Sani, 2017), opines that motivation from educated parents strengthens the academic aspiration and language development in their children to perform better in their work. This shows that the importance of parents' educational qualification to students achievement cannot be overemphasized based on the postulations of scholars. Also, students from professional and to lesser extent managerial occupational background exhibit higher academic performance (Gary, 2001).

It is against this background that this study investigated the influence of Parents' Educational qualification on Academic Achievement of students in Colleges of Education in the North Eastern Region of Nigeria.

Statement of the Problem

The variation that exists in academic achievement of students of Colleges of Education, as experience and observation revealed, has affiliation to the parental level of Education. This affects their entry into university and employment competition with those that have better grades; and this constitutes the problem of the study. Meanwhile, Sani (2017) found that students whose parents have high academic qualification had academic achievement scores in (CGPA), which were greater than those whose parents had low educational status. This indicates that highly educated parents do more sacrifices to the educational investment of their children than those with lower educational attainment; thereby discouraging those parents whose children have unpleasant outcome from educational investment of their younger ones, which also constitutes the problem of the study.

Objectives of Study

The main objective of the study investigated the influence of Parents' Educational qualification on Academic achievement of students in Colleges of Education in the North Eastern Region of Nigeria. Therefore, the specific objectives of the study include:

1. To determine whether difference exists on Academic achievement of students in Colleges of Education in the North Eastern Region of Nigeria based on Fathers Educational qualifications. .
2. To determine whether difference exists on Academic Achievement of students in Colleges of Education in the North Eastern Region of Nigeria based on Mothers Educational qualifications.

Research Hypotheses

Ho₁: There is no significant difference on Academic Achievement of Students in Colleges of Education in the North Eastern Region of Nigeria based on their Fathers' Educational qualifications.

Ho₂: There is no significant difference on Academic Achievement of Students in Colleges of Education in the North Eastern Region of Nigeria based on their Mothers' Educational qualifications.

Methodology

The study used descriptive survey research design, because the study has peculiar characteristics of respondents within the study area (Sambo, 2005 as cited in Sani, 2015). Also, the study makes use of the entire population of students in Colleges of Education in the North Eastern Region of Nigeria, using representative sample of the population, in which the findings are worthy to be generalized to the entire population of the study.

The population of the study involves the total population of students in Colleges of Education in the North Eastern Region of Nigeria. The region has the total of Ten (10) Colleges of Education with a total students' population of Sixty Three Thousand Two Hundred and Seventy Two (63, 272) which was given by individual Colleges in the region. Therefore, the total population of the sampled schools is what was considered for the study. The total population of the sampled Colleges of Education was Nineteen Thousand Two Hundred and Forty Six (19,246) cutting across four Colleges of Education in the region.

Simple random and stratified sampling procedures were used for the study. Random Sampling was used in selecting the students and sampled colleges. The simple random procedure used was the Hat and draw method for Colleges. It was done with Federal Colleges of Education in the region and later state Colleges of Education. Therefore, a total of four (4) Colleges of Education were used as sample for the study. Also stratified sampling procedure involves the study area with strata. The North Eastern Region has six states, four was selected, it has ten Colleges of Education, four was randomly selected. Therefore, the total population of the students in NCE II and III was 19,246. A total of (377) whose CGPA was 1.00 or above was selected to serve as sampled population for the study. This goes in line with Krejcie and Morgan (1970) table for determining sample size, which revealed that for a sample size of 20,000, 377 respondents are appropriate to take for the study. A total of Three Hundred and Fifty (350) copies of the questionnaire were retrieved for analysis.

Procedure for data collection started from introducing oneself as a researcher, using Identification card from post graduate College, International University of Africa, Khartoum, Sudan Republic, as an ex Ph.D student of the University to have easy access to the colleges valuable records. Research Assistants were employed in all the Colleges of Education to help the researcher to administer the questionnaire to the target respondents. Wait and take method was used in the administration of the instrument which avoided missing of reasonable number of the instrument. Three Hundred and Fifty (350) questionnaires were retrieved for analysis. Total of Twenty Seven (27) Questionnaires got missing in the process of administration. Therefore, the total of 88% of the instruments was retrieved for analysis.

Self developed instrument titled Parents' Educational Qualification Questionnaire (PEQQ) was used to elicit responses from the respondents. The instrument had three sections. Section A consisted of Bio data of the respondents, which had 2 items, while Section B dealt with Fathers' Educational Qualification and Section C dealt with Mothers' Educational Qualification. Section B and C had a total of Fourteen (14) items. Also, students' Academic Achievement Scores in CGPAs were used to determine the level of differences among the respondents. The CGPAs were used to measure the differences among the respondents' responses with their academic achievement. The instrument was a four likert point scale of SA, A, DA and SDA. The instrument was validated to ascertain the content and face validity, where copies of the instrument were given to four experts in the Department of Educational Foundations and Science Education. All suggestions made were taken care of properly. Later, the instrument was pilot tested, in which the reliability of the instrument was found. The schools selected for pilot testing were comparable but were not part of the population sampled. Colleges of Education Hong and Potiskum were used for pilot testing. Forty students of Nigeria Certificate in Education (NCE II and III) were used. Test re-test form of reliability was used at the interval of two weeks. The data collected from pilot testing was subjected to analysis using Pearson Product Moment Correlation Coefficient and 0.91 general reliability coefficient value was found, which renders the instrument reliable for research purpose. Kolo (2003) affirmed that reliability value of 0.5 and above can be accepted for research purpose in Education. First set of instrument were taken to the respondents, later, second set of the instrument were presented in which the correlation was found using Pearson Product Moment statistical tool and the relationship was established which was classified a highly reliable value with r-value of 0.91.

Presentation of results

Ho1: There is no significant difference on Academic Achievement of Students in Colleges of Education in the North Eastern Region of Nigeria based on their Fathers' Educational qualifications.

Table 1: Multivariate Analysis of Variance (MANOVA) Statistics

Fathers' Educational Status	Mean	STD Deviation	N	Sig
No formal Education	133.21	13.244	69	000
Primary Certificate	137.00	22.068	430	
Secondary Certificate	146.79	20.55	73	
HND/NCE/Diploma	148.14	19.023	105	
First Degree and Above	151.33	12.827	73	
Total	148.11		350	

Field survey, 2017, Mean magnitude is 147.00 representing high mean score

The MANOVA statistics on the difference on Academic Achievement of students in Colleges of Education based on their fathers' Educational qualifications is significant at (P=0.000) with the variation of mean scores for different Educational status of Fathers. This implies that significant difference exists in fathers' Educational qualifications and academic achievement of their students. On the basis of the data, the null hypothesis stands rejected. Therefore, fathers' Educational qualification has influence on academic achievement of students in Colleges of Education.

Ho2: There is no significant difference on Academic Achievement of Students in Colleges of Education in the North Eastern Region of Nigeria based on Mothers' Educational qualifications.

Table 2: Multivariate Analysis of Variance (MANOVA) Statistics

Mothers' Educational Status	Mean	Std Deviation	N	Sig
No formal Education	141.60	25.524	112	0.001
Primary Certificate	142.68	16.923	53	
Secondary Certificate	143.41	16.615	79	
HND/NCE/Diploma	145.70	24.201	77	
First Degree and Above	149.69	17.761	29	
Total	143.69	21.369	350	

Field survey, 2017, Mean magnitude is 145.00 representing high mean score

The MANOVA statistics on the difference on Educational achievement of students in Colleges of Education based on Mothers' Educational qualifications is significant at (p=0.001) with the variation of mean scores for different Educational status of Mothers. This implies that significant difference exists in mothers' Educational qualification and Academic achievement of their students. On the basis of the data, the null hypothesis stands rejected. Therefore, mothers' Educational qualification

has significant influence on academic achievement of students in Colleges of Education.

Discussion of Findings

A finding of the study revealed that significant difference exists in fathers' educational qualification and academic achievement of students in Colleges of Education. It has been indicated clearly that fathers whose educational qualification is high, their children have high mean scores, which signified high academic achievement, in comparison to students whose fathers have no formal education and low educational qualification. This shows that fathers' educational background serves as external motivation to the education of their children, as well as gives them proper guidance towards achieving positive successes in school. The finding corroborates that of Micheal (2008), who affirmed that significant relationship exists between parental variables and academic achievement of students in schools. The researcher further affirmed that one of the parental variables was education of parents which contributes to the academic achievement of the students. The finding also goes in line with Sani (2017), who affirmed that fathers' Educational Qualification relates significantly to academic achievement of students. The higher the educational qualification of the father, the higher the achievement of the students. The finding also corroborates that of Onochie and Okpalla (1985) (as cited in Sani, 2015) who found that educational level of parents is an indicator of socio-economic status, and has direct effect on child's values and academic achievement in school. The researcher affirmed that students from illiterate families may learn little or nothing from home that can help them develop interest in academics. The finding is in concordance with that of Qeca (1980), who affirmed that students from literate parents or families, where fathers provide atmosphere that is conducive for the formation of good study habits, perform well in school.

Another finding of the study revealed that significant difference exists in mothers' educational qualification and Academic Achievement of students in Colleges of Education. Responses of the respondents revealed that mothers' educational status contributes positively to their academic achievement. Educated Mothers give encouragement to students; spend most of their time encouraging them to be hard working and responsible adults and adolescents in life. The finding of the study goes in line with that of Garuba (1999), who found that education of a woman is more beneficial to the society and her children than that of a man, due to the fact that the woman gives more attention to the child more than a man, which helps in building sound academic achievements in school. The findings also corroborates that of Okwulanya (as cited in Sani, 2017), who found that motivation from educated mothers strengthens the academic aspiration and language development of their children to perform better in their studies. The finding is in concordance with Darker

(2014), who found that there is significant impact of Mothers' education on the children's responsiveness not only to themselves but to the whole society. Responsiveness includes academic attainment of the child as a result of good upbringing. The finding corroborates that of Darker (2014), who found that children of educated fathers and mothers are more confident, resourceful and experience than the children whose either of their parents has no formal education.

However, some research findings go contrary to the present findings which include that of Abbas (2004), who found that significant relationship does not exist between parents' Education and students' Academic achievement in secondary schools. Also that of Michael (2008), who found that significant relationship does not exist between parents' Education and students' Academic achievement in secondary schools. Meanwhile, the finding is not in accord with Adamu (2007), who revealed that significant positive difference was not established in academic achievement of students based on their Parents' Educational status.

Conclusion

The study concludes that Parents' Educational qualification has positive influence on students' academic achievement in Colleges of Education. Also, significant positive difference exists in Fathers' educational qualification and students' Academic achievement in Colleges of Education. Significant positive difference exists in Mothers' Educational qualifications and students' Academic achievement in Colleges of Education.

Recommendations

1. Guidance and counselling units of Colleges of Education should advice and encourage parents through counselling approaches, for parents who have low Educational qualifications should as the matter of urgency and priority forward their Education to moderate or high level of Education.
2. Governments and Private organisations should invest greatly in the girl child education so that females as future mothers can be highly educated in order to substitute in case of death, the role of fathers in the child upbringing and also complement the fathers' efforts in educating the child with a difference.

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