

## **Parents' Level of Education as Predictors of Academic Performance of Nce Students of Colleges of Education in the North- Eastern States of Nigeria**

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**Abstract:** *This study investigated Parents' level of education as predictors of academic performance of NCE students in the North- eastern states of Nigeria. The purpose of the study was to determine parents' level of education as predictors of academic performance of NCE students in Colleges of Education in the North-Eastern States, Nigeria. One research question and a hypothesis was answered and tested in the study. Survey design was used in the study. A sample of one thousand two hundred out of a population of 13,529 (8,422 males and 5,107 females) NCE 2 and 3 students from six Colleges of Education in the North-Eastern States, Nigeria participated in the study. The sample of the study was selected through simple random and stratified sampling techniques. The research instrument used for data collection was a Proforma developed by the researchers. The data were analysed using descriptive statistics and multiple linear regression analysis. The results revealed that students have high level of academic performance in Colleges of Education in the North-Eastern States, Nigeria because those that form the majority of distribution range from merit (C) to distinction (A), which stands at 66.7%. While fail and pass grades consisted of 33.3%. Parents' level of education did not significantly predict academic performance. Based on the findings, it was recommended that there is need for adequate counselling of students by trained counsellors and teachers in the Colleges of Education in order to improve the levels of students' academic performance in the Colleges. Mothers should be encouraged to spend more time with their children at home, continuously nurturing them with practices such as reading, speaking English language and holding discussions with them on how they can best handle their studies.*

**Keywords:** *parents, level of education and academic performance*

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### **I. Introduction**

Parents' level of education may have influence on students' academic performance; however, for parents to positively reinforce their children to perform better, parents need to have the means and be aware of the need for education so that adequate support in terms of material, moral and financial can be given to their wards (Bakari, 1997). This would enable those set high goals for themselves and pursue them through a variety of means. Studies by Grisemer, Kirby and Williamson (1994) and Okantey (2008) reported that parents' level of education is a good predictor of academic performance of students. Studies on academic performance consistently have shown that parents' level of education is important in predicting children's academic performance (Haveman & Wolfe, 1995 & Smith, Brooks-Gunn & Klebanov, 1997). Seefeldt, Denton, Galper and Younoszai (1999) reported that parents' level of education have been regarded as a good predictor of children's academic performance. Padberg (1991) also reported that parents' educational background has a positive effect on students' academic performance. Fontaine (1996) also indicated that educational attainment of parents is a good predictor of students' academic performance. Studies have shown that parents with higher educational level could motivate the intellectual potentials within children that may lead to perform better in school (Owoeye, 2008).

Parents' level of education refers to scholastic attainment of mother and father in Schools/Colleges, which could play an important role in determining a child's intellectual performance. It is, believed that parents' educational level may be the main source of influence that determines a child's academic achievement (Plomin, Defies & McClean, 1990). Studies by Benbow and Arymant (1995) and Haveman and Wolfe (1995) have indicated that parents with higher educational level could motivate the intellectual potential within their children that may lead them to perform better in school and in return further their education. For example, parents' educational level may foster higher parents' involvement in adolescents' school achievement, which in turn may influence high school completion (Astone & McLanham, 1991 & Patrikakou, 1997). Educated parents were also found to be able to make constructive decisions, such as how much time to spend with their children, give their income and may decide on how much to give to their children's education (Haveman & Wolfe 1995).

Muruwei (2011) examined the influence of parents' level of education on their children performance in English language at the senior secondary level of education. The research design was descriptive survey. The sample of the study was 250 students randomly selected from forty secondary schools in Bayelsa State, Nigeria. The instrument used for the study was A 20 item-questionnaire. Oral interview and practical observations were complementary tools. The result of the findings showed that parents' level of education was not significant predictor of children's academic performance. Taiwo (1981) stated that educational level of parents is a powerful factor influencing children's academic success.

Marjoribanks (1998) found that father's educational level was significantly related to adolescents' likelihood of attending Edinburgh University. Even though fathers' educational level had shown considerable impact on children's academic achievement, research suggested mothers' educational level is a more potent predictor of child's achievement than fathers' educational level (Milne, 1989). Mothers' educational level was found to be significantly related to children's performance in school compared to children whose mothers were less educated (Garasky, 1995). The study also revealed that mothers' level of education was a significant predictor of high school juniors' achievement test score (Otto & Atkinson, 1997). Less educated mothers were identified as possessing less enthusiasm in their adolescents' learning (Portes & Zady, 1998). Hanafi (2008) investigated the relationship between aspects of socio-economic factors and academic achievement among form five students from three (3) secondary schools in Kedah- India with a sample of 430 students. The result revealed that both parents' level of education and reading materials available in the home were related to children's academic achievement. Nuran (1995) investigated the relationship between parents' level of education, beliefs concerning children's cognitions and academic achievement of Turkish fourth grade children. Structural equations were used in data analysis. It was found that parents' level of education was a significant predictor of academic achievement.

Ayodele, Aremo and Abogan (2010) examined family characteristics, students reading habits, environment and students academic performance in Nigeria, using structured questionnaire. Data was collected from 110 first-degree final year students, using random sampling analysed using multiple linear regression technique. The result revealed that students' academic performance positively influenced by students' parents' level of education, maternal income level, age, income of the students and number of hours allocated for reading on daily basis. Those students, who spent more hours reading their books daily, were found performing better than those who spent lesser hours. The hypothesis that parents' educational level positively affects students' academic performance was confirmed valid for the country, while effects of parents' occupation and income are mixed and not related. The result also revealed that higher educational attainment and income status of parents were essential factors contributing to high academic record of students of tertiary institutions. Owoeye (2008) investigated the influence of parents' level of education on children's academic pursuit. A sample of 680 out-of- school children in Osun State were used in the study. Data collected was analysed using percentages and chi-square statistics. Results indicated that parents' level of education has significant effect on children's academic pursuit.

Pal (1996) investigated socio-psychological factors, which promote students' Mathematics competence among urban tribe of Dharwad students. Samples comprised of 194 urban and 132 tribal students on whom were administered Mathematics Achievement Test developed by National Council of Educational Research and Training in 1994. The instrument consisted of three parts. First part contained information regarding age, caste, parents' education and occupation, family and gender. The test of significance revealed that, there was positive and significant relationship between fathers' education and Mathematics competence. Urban students whose fathers had higher educational status performed better in Mathematics. Feiner (1995) found that youths from families in which neither parents had graduated exhibited significantly worse socio-emotional and academic adjustment compared to those youths from families who were graduates.

Studies by Portes and Zady (1998) and Hanafi (2008) on relationship between parents' level of education and academic performance were carried out in developed countries. However, only few studies were conducted in developing countries, which revealed similar results. For example, Lokeed, Fuller and Nyirongo (1989) in a cross-cultural study on Thai and Malawi children found that students with higher levels of achievement in Mathematics had fathers who are more professional and mothers with higher level of education. This means that, parents' educational level influences students' academic performance. That is, parents' educational level is a good predictor of students' academic achievement.

### **Statement Of The Problem**

The researchers, being teachers in one of the Colleges of Education and a University in the North-Eastern States of Nigeria, are often worried about the low academic performance among NCE students of Colleges of Education. There seems to be a large number of NCE students proceeding to the next level with many carry over courses, weak grades and some under probation or even withdrawn from the Colleges because of weak academic performance. To explain factors responsible, researchers have studied different factors at

different times. These include poor study habits, gender, age, parents' level of education and marital status. In spite of numerous findings on studies that showed the relationship between parents' level of education and academic performance, there is still a gap in our knowledge of the relationship of parents' level of education in relation to academic performance. Moreover, the mechanisms for understanding the influence of parents' educational level have not been well studied. In addition, there are no conclusive results of the findings particularly in Colleges of Education in the North-eastern States of Nigeria. It is against this background that this study investigated the parents' level of education and academic performance of NCE students in Colleges of education in the North-eastern States of Nigeria.

### **Purpose Of The Study**

The study determined the parents' level of education and academic performance of NCE students in Colleges of education in the North –eastern Nigeria.

### **Research Question**

A research question was answered in the study, thus;

What is the level of students' academic performance in the North-eastern Nigeria?

### **Hypothesis**

**Ho:** Parents' level of education is not a significant predictor of academic performance of NCE students in Colleges of Education in the North-Eastern States, Nigeria.

## **II. Methodology**

### **Research Design**

A research design encompasses the methodology and procedures employed to conduct scientific research. The researchers triangulated survey design in the study. Survey design consists of asking a relatively large number of people for information. Kerlinger (1979) defined survey method as a process that involves large and small population, samples selected and studied, in order to discover relative incidence of distribution, interrelations of sociological and psychological variables. While Jen (2002) stressed that, survey design as a process of documenting the nature, scope, relationship, dimensions and directions of events, behaviour, attitudes, interest about persons or things.

Survey design was selected to conduct the study because it involves collecting of information using questionnaire and using a relatively large number of people for information, and this study has met the requirement because large samples were involved. The researchers surveyed parents' level of education and academic performance of NCE students in Colleges of Education using *proforma*.

### **Population and Sample**

The population for this study was 13,529 NCE students of the six randomly selected Colleges of Education in the North-Eastern States, Nigeria. These include Borno, Adamawa, Bauchi, Gombe, Taraba and Yobe States. The Colleges of Education are Kashim Ibrahim College of Education Maiduguri, Borno State, Federal College of Education Yola, Adamawa State, College of Education Zing, Taraba State, College of Education Azare, Bauchi State, Federal College of Education Technical Gombe, Gombe State and College of Education Gashua, Yobe State. The enrolment figures from these Colleges of Education indicated that NCE two and three regular students stood at 13,529, made up of 8,422 males and 5,107 females in 2013/2014 academic session. The techniques used in selecting the sample of the study were simple random and stratified sampling techniques. According to Krejcie and Morgan (1970), when a population is 190, then 127 are taken as a sample, when the population is 1000, the sample will be 278, but when the population is 6,000, the sample will be 361. Based on the above, the sample size selected through simple and stratified random sampling techniques for the study was 1,200, which is 15% of the total population.

### **Research Instrument**

The research instrument used was a proforma developed by the researchers. The instrument used for collecting data on students' academic performance (CGPA) was a proforma developed by the researchers, which consist of students' College number, class or level, institution, marital status, parents' level of education, age, course combination and sex.

### **Method of Data Analysis**

Due to the nature of the information collected, which constituted continuous data, the research question was analysed using descriptive statistics (percentages, frequency counts, mean and standard deviation) to find out the distribution of students' academic performance in the six Colleges of Education in the North-Eastern,

Nigeria. These were chosen because they provide information about a given set of distribution and degree of variance in the level of performance of the students. The study was predicted values on or in a single dependent variable using several predictor variables (independent variables) by combining the correlation of each independent variable with the dependent variable. Multiple regression analysis is a powerful technique used for predicting the unknown value of a variable from the known value of two or more variables also called the predictors (Shabha, 2009). Therefore, the hypothesis that sought to determine significant predictors of academic performance and parents' level of education in Colleges of Education was tested using multiple regression.

### III. Results

**Research Question:** what is the level of academic performance of NCE students in College of Education in the North- Eastern States, Nigeria? To answer this research question, frequency distribution and percentages were used. The levels of students' academic performance in the Colleges of Education approved by NCCE are 00 - 0.9 Fail; 1.00 - 2.49, Pass; 2.5 - 3.49, Merits; 3.5 - 4.49, Credit and 4.5 - 5.00, Distinction. The results are presented in Table 1 and Figure 1. Table 1a presents the frequency distribution of academic performance of students in Colleges of Education in the North-Eastern States, Nigeria.

**Table 1a: Frequency Distribution of Students' level of Academic Performance (CGPA) (N = 916)**

S/N	CGPA	Frequency	Percentages
1	00-0.9 F- Fail	65	7.1
2	1.0-2.49 P- Pass	259	28.3
3	2.5- 3.49 C-Merit	400	43.7
4	3.5- 4.49 B-Credit	171	18.7
5	4.5-5.00 A-Distinction	21	2.3

The results in Table 1a revealed that the highest frequency distribution of students' academic performance in Colleges of Education in the North- Eastern States, Nigeria is Merit (2.5 to 3.49) 43.7%. This was followed by Pass (1.00 - 2.49) 28.35% and the least was Distinction (4.50 - 5.00) 2.3%, and 00.0 – 0.9 Fail with 7.1%. This means that 68.7% of the students in Colleges of Education in the North-Eastern States had Merit and above, only 31.3% had Pass and Fail grades.

**Figure 1: Histogram Showing Levels of Students Academic Performance in North Eastern**

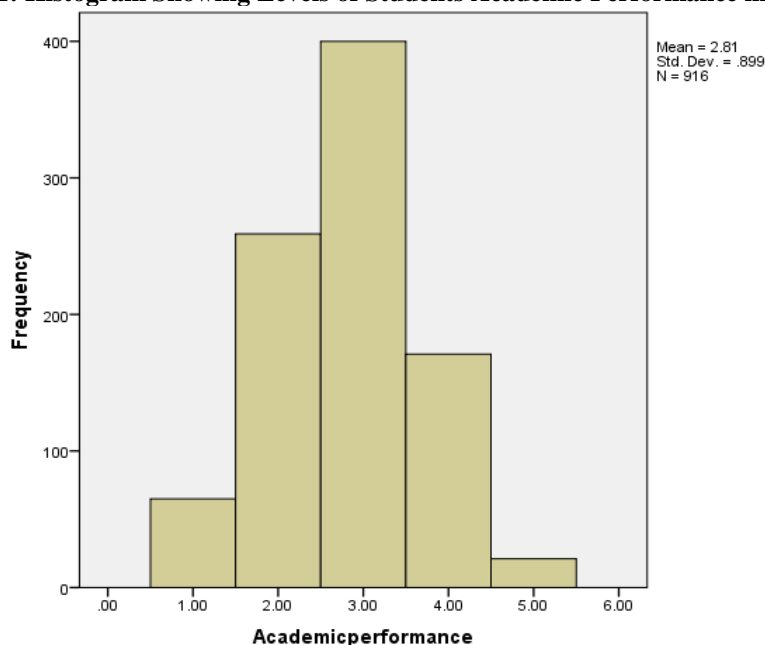


Figure 1 presents the frequency distribution of students' academic performance in Colleges of Education in the North-Eastern States. The result showed that the highest frequency was number three, which is Merit (C), followed by number two, that is Pass grade, while the lowest is number five Distinction (A).

**Table 1b: Mean and Standard Deviation of Parents' Level of Education by Academic Performance**

S/N	Variable	Mean	N	SD
<b>1</b>	<b>Fathers' Level of Education</b>			
A	Illiterate	2.62	86	.72
B	Pri. School	2.75	122	.95
C	JSS	2.83	35	.99
D	SSE	2.87	195	.87
E	College/Poly. Technic	2.78	264	.94
F	Degree	2.90	214	.89
<b>2</b>	<b>Mothers' Level of Education</b>			
A	Illiterate	2.66	120	.79
B	Pri.school	2.80	188	.96
C	JSS	2.82	73	.89
D	SSE	2.85	220	.92
E	College./Poly. technic	2.82	216	.89
F	Degree	2.88	99	.88

The results in Table 1b revealed that, fathers and mothers' level of education revealed that, those with degree had the highest mean of 2.90, 2.88 and standard deviation of .89 and .88.

**H<sub>01</sub>**:- Parents' level of education is not a significant predictor of academic performance of NCE students in the North-Eastern States, Nigeria. To test this hypothesis, multiple regression analysis was used. The results are presented in Table 1c.

**Table 1c: Results of Multiple Regression of Fathers' and Mothers' Level of Education on Academic Performance**

Predictor Variable	Standardized Coefficient Beta	T	Sig.
(Constant)		14.333	.000
Fathers' Level of Education	.057	1.383	.167
Mothers' Level of Education	.021	.507	.612

a. Dependent Variable: Academic Performance

Table 1c presents the results of multiple regression analysis of fathers and mothers' level of education on academic performance of NCE students of Colleges of Education in the North-Eastern States, Nigeria. The results revealed that fathers' and mothers' level of education were not significant predictors of academic performance at  $P < 0.05$  level of significance. This means that there was no significant relationship between academic performance and parents' level of education and academic performance. Therefore, null hypothesis ( $H_0$ ) was accepted. The Multiple R obtained was .126 ( $P < .05$ ).

### Summary Of Findings

1. The level of academic performance of NCE students of Colleges of Education in the North-Eastern States, Nigeria was good because those that formed the majority of distribution range from Merit –C (2.5- 3.49) to Distinction - A, which stands at 66.7%, while Fail and Pass grade was 33.3% and the majority of the students have C – grade.
2. Fathers' level of education was not a significant predictor of academic performance of NCE students in Colleges of Education in the North- Eastern States, Nigeria.
3. Mothers' level of education was not a significant predictor of academic performance of NCE students in Colleges of Education in the North -Eastern States, Nigeria.

### IV. Discussion

The findings of research question, which asked about the level of students' academic performance in Colleges of Education in the North- Eastern States, Nigeria, revealed that 2.3% of the students obtained Distinction, 18.7%, 43.7%, 28.8% and 7.1% obtained Credit, Merit, Pass and Fail, respectively. This shows that the majority of the distribution range from Merit (2.5- 3.49) to Distinction (4.5 – 5.00), which formed 66.7% of the distribution; only 33.3% were Fail and Pass. This implies that the students of Colleges of Education in the North-Eastern States, Nigeria have good academic performance. A possible reason for this Failure and Pass (E) grade may be due to lack of adjustment, social problems and satisfying experiences seemed to have led to dissatisfaction and failure, resulting in an incapacitated academic performance.

This finding is consistent with the earlier published results of some of the Colleges of Education's Academic Board observed for few years (KICOE 2005/2006, 2006/2007, 2007/2008, 2008/2009 and 2009/2010) that revealed quite a large number of NCE students proceed to the next level with weak grades,

many carry over courses, probation and withdrawal from Colleges. The study is also consistent with Shehu (2006) who found that the academic performance of NCE students in Colleges of Education in Borno State in 2004/2005 session was average (Merit) except College of Education Bama, which was below average. Very few students showed exceptional performance Distinction (A) 2.3% and Credit (B) 18.7%, this may likely affect the quality of NCE teachers produced in the Colleges of Education to teach in primary and junior secondary schools in the North-Eastern States, Nigeria with negligible number of A- and B- grades. However, the problems of Pass and Fail grades can be improved through counselling and constant monitoring of students' academic performance by counsellors and teachers in Colleges of Education in the North-Eastern States, Nigeria. This can be done by creating awareness amongst students about their studies and social activities that may tend to influence their academic performance in the College.

The result revealed that illiterate fathers' children recorded a higher mean of 121.36 and standard deviation of 19.17 in study habit patterns than those that had primary, junior and senior secondary education and Polytechnic / College and Degree certificates. A possible reason for this higher mean in academic performance could be due to differences in self- efficacy belief by Bandura (1977), which stated that a student with strong self-efficacy belief actively involved in their learning process, plan and monitor the task they are focusing on. Self- efficacy has been purported to provide an important mediating role in the development of autonomous learning. That is, the relationship between the agents (i.e. the individual) is contingent upon the agent's belief in capability for success. The central feature of agency resides within the individual in whom personal influence is exercised rather than being simply a subject of the environment (Bandura, 1977). This means that attainment of high grade do not depend much on parents' status or level of education but rather on individual's intrinsic motivation or self confidence. Therefore, this result is of interest to counsellors in the Colleges of Education in the North-Eastern States, Nigeria to encourage self- efficacy belief and build self-confidence among the students through constant counselling. With respect to mothers' level of education, those that had degree recorded higher mean of 121.23 than those that were illiterate, primary, junior and secondary education and Polytechnic or College certificate. A plausible reason for this could be for the fact that their higher awareness and exposure in educational endeavour motivates them to give adequate time to coach and encourage their children to develop effective study habits/skills.

With respect to fathers' level of education, the study found that it was not a significant predictor of academic performance of students in Colleges of Education in the North-Eastern States, Nigeria. This study also revealed that mothers' level of education was not a significant predictor of academic performance of students in Colleges of Education in the North-Eastern States, Nigeria. This suggests that fathers and mothers' level of education has no much influence on the individual student's academic performance in Colleges of Education in the North-Eastern States, Nigeria. What matters much are personal commitment, confidence, zeal, determination and self- efficacy belief.

This finding is consistent with the findings of Pal (1996) who found that fathers' level of education was not a significant predictor of achievement in Mathematics in Dharwad. The finding is also consistent with the findings of Nurau (1995), Hanafi (2008) and Ayodele, Aremu and Abogou (2010) on various aspects of relationship between parents' level of education and academic performance; and found no significant relationship between parents' level of education and academic performance among College students. It was also consistent with the finding at higher schools as reported by Muruwei (2011) in Bayelsa State, Nigeria. Thus, since both the present and earlier findings confirmed that fathers' and mothers' levels of education was not a significant predictor of academic performance across school levels, counsellors and teachers working in Colleges of Education in the North- Eastern States, Nigeria can plan a strategy for helping students that are weak academically.

## **V. Conclusion**

Based on the findings of this study, it was concluded that, fathers and mothers' level of education are not significant predictors of academic performance of students of Colleges of Education in the North-Eastern States, Nigeria.

## **VI. Recommendations**

Based on the findings of this study, the following recommendations were made:

1. There is need for adequate counselling of students by trained counsellors and teachers in the Colleges of Education in order to improve the levels of students' academic performance in the Colleges.
2. Mothers should be encouraged to spend more time with their children at home, continuously nurturing them with practices such as reading, speaking English language and holding discussions with them on how they can best handle their studies.

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