



**PARENTAL PERSONAL CHARACTERISTICS AND PUPILS ACADEMIC
PERFORMANCE IN THE ENGLISH LANGUAGE, IN CALABAR
SOUTH LGA OF CROSS RIVER STATE, NIGERIA
IMPLICATION ON PSYCHOLOGY**

By

¹EKPO, UyuEdem&OGBAN, ItangUsetu PhD

**^{1&2}DEPARTMENT OF EDUCATIONAL FOUNDATIONS
AND CHILDHOOD EDUCATION, FACULTY OF EDUCATION
CROSS RIVER UNIVERSITY OF TECHNOLOGY
CRUTECH-CALABAR**

Abstract

This study aimed to examine parental personal characteristics and pupils' academic performance in the English Language in CalabarSouth LGA of Cross River State, Nigeria. Implication on Psychology. The study adopted the ex post facto research design. The study considered family income and the academic qualification of parents. The population comprised eight hundred and twenty-one (821) pupils which represents (50) pupils from the 12 wards in Calabar South. The sampling technique adopted for this study is the simple random sampling technique. The main instrument used for data collection was the questionnaire designed by the researcher with the help of the supervisor. Validation of the instrument was established by using experts in Measurement and Evaluation and educational psychology in the Faculty of Education. The experts and supervisor certifying that the instrument was face valid and could be used for the study after vetting the items developed. To determine the reliability of the instrument (questionnaire) pilot testing was done using forty (40) primary six pupils. Test retests method of reliability estimate of the instrument .after the administration, the coefficient of internal consistency was determined with Cronbach alpha reliability and the index ranged from .78 to .94. The method of data analysis depends on each hypothesis. Each hypothesis of the study is restated here and the variable in it is identified and the independent t-test analysis was used to test



the hypotheses. All the hypotheses are tested at a .05 level of significance. The findings revealed that family income does significantly influence pupils' academic performance in the English Language. Also, the academic qualification of parents does have a significant influence on pupils' academic performance in English Language. It was recommended among others that since the home environment plays a major role in ascertaining the academic performance of pupils hence parents must be encouraged to create a conducive environment to aid children in achieving better performance academically.

Keywords: parental Personal, characteristics, Academic and performance

INTRODUCTION

The role of the school environment in the academic setting of academic performance in any formal institution cannot be undermined this is because of its relative contribution to students' success in the school. It is also paramount to students' emotional security to a child. Education has one of the basic tasks to train young people to become useful members of society, this training informally begins at home, the home of a child is the first place he or enters as he or is born into the world by his/her parents. There is much variability in motivational influence in homes that have many activities that stimulate children thinking such as computers, books, and parents who may be interested in their children's cognitive development and spend time with them on learning much of the variability in the relation between family income and family structure comes from the family provision of a stimulating home environment (Young, Linver & Brooks 2002).

Various home factors are important, including family income, and the academic qualification of parents. Parents who provide a warm responsive and supportive environment encourage exploration, stimulate curiosity and provide play and learning materials to accelerate their children's intellectual development (Meece, 2006). Educated parents have always believed that it is important to help a child with his or her homework and revise the school work that that child had done this is the opposite if the child is from a poor home environment to a large extent he or she is deprived of opportunities and he or she struggles with teaching, learning process.

The school plays an estimated role in laying the foundation for the child in learning how to read and write. However, this influence is characterized by various factors such as family income and the academic qualification of parents. Over the years society recorded a persistent increase in poor performance in various school examinations such as the National Common



Entrance Examination (NCEE). The dwindling academic performance of students in both internal and external examinations is a disturbing and distressing development for parents, Teachers, The government and numerous stakeholders in the education sector of Nigeria. The National Common Entrance Examination recorded in 2020, 65.4% of poor academic performance

Also, teachers and school authorities have observed that children who term to come from violent environments become aggressive in class. It has also been observed that children from low-income families tend to perform below average in their academics. Despite these home factors, many parents are passionate about the academic progress of their children and as such spend quality time with them, and provide learning materials to help improve their academic outcomes which to some extent has yielded the expected result.

Family income is defined as the sum of income of each adult in the family shared by people living in the same house. According to Rothstein (2004), “parents of different occupation classes often have different styles of child-rearing, different ways of discipline and different ways of reacting to children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes”. It is therefore not out of place to imagine that parental economic background can have a possible effect on the academic performance of children in school, whatsoever affect the developmental environment of children would possibly affect their education, family income is one such variable. When a woman’s nutritional status improves, so too does the nutrition of her young children (Lisa, 2003) Economic status is associated with the wealth of a person (Juma, 2016). Economic status according to the National Center for Education Statistics (2008) is an economic total measure of a person’s work experience and of an individual’s or family’s economic position towards others based on income, education and occupation. Saifi and Mehmood (2011) submit that economic status is a measure of an individual or family’s income relative to others based on income, education and occupation.

Raychaudhuri et al (2010) examined factors affecting students’ academic performance: a case study in Agartala Municipal Council area. Family income was one of the basic objectives of their study. Primary data was collected through a random sample survey from students in the government and government-aided schools and their households using regression analysis, they found that factors like student attendance, mother’s education and presence of trained teachers in



school have a positive impact on student academic performance. They also found out that the academic performance of students depends on several socio-economic factors. They conclude that students' economic status affects their performance and the risk of becoming dropouts. Economic background is often measured as a combination of education, income and occupation (Ezewu, 2003). Due to their poverty levels, families with low-income backgrounds may have inadequate or limited capital to buy learning resources and access to adequate information that can help promote and support students' performance (Hawkins, 1995). Basic academic skills are correlated with the home environment, where a low literacy environment and chronic stress negatively affect a child's pre-academic skills. Also, a school in low-economic-status communities is often under-resourced in terms of mentors, competitors and auxiliary services thus, negatively affecting students' academic progress (Alkens&Barbarin, 2008). Using historical and cross-cultural data several researchers have found that, although parents love their children their willingness to invest in children's education (and other aspect of their wellbeing) is affected by the number of children in the family. Additional children reduce the amount of investment in each child, particularly in low-income families (Becker & Tomes, 2000; Emeju 2006). Poor and middle-income parents are more willing to invest in their children if they believe that such investment increases children's potential for a financial contribution to the family aid that children can be counted on to care for elderly parents (Becke& Tomes 2006).

A study by Femi (2012) on the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State Nigeria found that parental economic status does not have a significant effect on the academic performance of the students. Ojo (2010) emphasized that parental socioeconomic status such as family income level are among some of the major challenges face in the family when it comes to providing the best possible care and education for their children. Also, Juma (2016) in this study on the parental socio-economic status on academic performance found that parents' income and occupation influence pupils' academic performance.

Yousefi et al (2010) examined the effect of family income on test anxiety and academic achievement. Their paper focused on 400 Iranian high school students. Statistical analysis of ANOVA was employed. The findings showed that family income significantly affected the academic achievement of students. It was recommended in enhancing academic achievement in school settings, support strategies such as improving family income among families by the



government by government must be focused on. To decrease the rate of influence of family income on depression and academic achievement among students, the government should analyze practical programs to help families and also students in areas of food, money and other supports (Yousefi et al, 2010). Aliyu (2016), investigated the influence of family socioeconomic status on pupils' academic achievement in Nasaarawa state zonal education area of Kaduna State in Nigeria and found that there is a significant relationship between family income status and academic achievement. Based on these findings, it was recommended that government should make provision for schoolbuildings and other infrastructure that will accommodate all the students irrespective of their family background. They should also provide a favorable school environment especially more experimental curriculums that will balance the detrimental effect of low socioeconomic status of some parents.

According to Nadenge (2015), parents are the most immediate relation of a child. Educated parents better understand the educational needs and their children's aptitudes. They thus help their children in their early education which affects their proficiency in their relative area of knowledge. Thus traditional research has revealed that more highly educated parents and especially mothers have greater success in providing cognitive and language skills that contribute to success in school (Stich and McDonald, 1990). Similarly, Taiwo (1993) submits that parents and educational backgrounds influence the academic achievement of students. This, according to him, is because the parents would be in a good position to act as second teachers to their children; and even guide and counsel them on the best way to perform well in education and provide the necessary materials needed by their parents' education or academic background contributes immensely toward the academic life of children.

Parents' level of education is important to schooling as parents want their children to maintain the status quo (Mallam, 2009). It is also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations that their children will earn good grades behave well in school and attend college. These expectations and confidence in their children motivate them to do well at school. According to Grissmer (2003), parents' level of education is the most important factor affecting pupils' academic achievement. The confidence parents have in their children also helps them to build their confidence and self-concept which is important in their education (Mallam, 2009). However, parents' expectations might also cause stress to their children which translates to poor



educational attainment. From a similar point of view, Annette (2003) argues that the academic attainment of parents has a positive and statistically significant effect on the educational attainment of their wards. Rana (2015) carried out a study on the relationship between the parent's level of education and the academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between parents' level of education and students' academic performance. Tinto (1993) also reveals that there is a strong relationship between a student's academic output and his or her parents' educational qualifications. For him, parents' academic achievement enables the individual or pupil to build a positive self-efficacy image about them and makes them feel they are capable of succeeding in their academic pursuits.

Orodho (2005) in his study on boys' underachievement in English Language in Kenyan secondary schools found out that a parents' educational background plays a significant role in learning of English language. This was done by analyzing test results from different categories of schools and parents' levels of education. Smart (2012) found out that, in most homes today, it is apparent that parents' educational levels correlate positively with the academic performance of their children, this is because better-educated parents are more likely to give their children practice in their school subject at home, go to school to find out about their progress report, and assignment records and function as achievement models. Klebanov (2014) found that both mothers' education alone was predictive of parental warmth. Crown and Bradley (2002) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment.

Educated parents in general are likely to find themselves comparatively in greater maternal support for the education of their children (Odunga, 2015). Jorome (2015) in his study found that children whose parents were highly educated and involved in their studies had better performance in both school examinations and achievement tests than those whose parents were rich but less educated and not involved in their children's daily activities and studies. Similarly, Pelter, Brands and Agelah (1995) investigated interrelation among conditions of household economic status, proximal environment experience and adaption level of a sample of 398 middle grades, among early adolescents from pre-dominantly poor rural areas. The findings indicated that youth from families in which none of the parents had graduated from high school exhibited



significantly low emotional and academic standards as compared with those whose parents had higher educational levels. It is on this basis that the researcher intends to ascertain the extent to which home factors influence the academic performance of primary school pupils in the study.

Statement of the problem

Results of pupils' academic performance in the English Language have been on the increase in recent times statistic from State Universal Basic Education Board, Cross River State, Nigeria has revealed that 68% performed below average in English Language in 2020. This has caused parents and other stakeholders to heap blame on the teachers, claiming that the teachers lack the pre-requisite skills in teaching. This blame will continue if a solution is not quickly proffered to help reduce this nefarious problem of poor pupils outing in English Language. Against this problem, the research seeks to pose the question: How do parental personal characteristics and pupils' academic performance in the English language, in Calabar South LGA of Cross River State, Nigeria?

Purpose of the study

The general purpose of this study is to find out the influence of parental personal characteristics and pupils' academic performance in the English Language in Calabar South LGA of Cross River State, Nigeria. Implication on Psychology. Specifically, the study set out to;

- 1 Ascertain whether family income influence primary school pupil academic performance
- 2 Determine the influence of academic qualification on primary school pupils' academic performance

Research Questions

The following research questions have been formulated to guide the study;

1. What is the extent to which family income influence pupils' academic performance?
2. To what extent does the academic qualification of parent influence pupils' academic performance?

Research hypotheses

The following is formulated to direct the study;

1. Family income does not significantly influence pupils' academic performance in the English Language.
2. Academic qualification of parents does not significantly influence pupils' academic performance in English Language



RESEARCH METHODOLOGY

The study adopted the ex post facto research design. An ex post facto research design is a method in which groups with qualities that already exist are compared on some dependent variable. The study considered family income, academic qualification of parents, disciplinary measures and family structures that have already existed and the researcher is studying them in retrospect (after their occurrence). This study involved home factor influence on Pupils' academic performance in Calabar south Local area of Cross River State, Nigeria. The population comprised eight hundred and twenty-one (821) pupils which represents (50) pupils from the 12 wards in Calabar South. The sampling technique adopted for this study is the simple random sampling technique. The main instrument used for data collection was the questionnaire designed by the researcher with the help of the supervisor. Validation of the instrument was established by using experts in Measurement and Evaluation and educational psychology in the Faculty of Education. The experts and supervisor certifying that the instrument was face valid and could be used for the study after vetting the items developed. To determine the reliability of the instrument (questionnaire) pilot – testing was done using forty (40) primary six pupils. Test retests method of reliability estimate of the instrument .after the administration, the coefficient of internal consistency was determined with Cronbach alpha reliability and the index ranged from .78 to .94. The method of data analysis depends on each hypothesis. Each hypothesis of the study is re-stated here and the variable in it is identified and the independent t-test analysis was used to test the hypotheses. All the hypotheses are tested at a .05 level of significance.

Presentation of results

The results of the data collected are presented hypothesis-by-hypothesis as shown below.

Hypothesis One

Family income does not significantly influence pupils' academic performance in the English Language. The independent variable in this hypothesis is family income categorized into (high and low) while the dependent variable is academic performance in the English Language. To test this hypothesis, independent t-test analysis was employed as presented in Table 1.



Table 1: Result of the influence of family income on their academic performance in English Language

Family income	N	\bar{X}	SD	df	t-cal	p-value
High	255	18.2118	3.71132	398	5.961	.000
Low	145	15.9724	3.42974			

*p<.05

The result as shown in Table 1 revealed that the high has 255 with a mean and standard deviation of 18.2118 and 3.71132 while 145 are from the low category with a mean of 15.9724 and a standard deviation of 3.42974. At 398 degrees of freedom, the p-value was found to be .000 which is less than the chosen alpha of .05. Thus the null hypothesis is rejected. This implies that family income does have a significant influence on pupils' academic performance in English Language.

Hypothesis two

Academic qualification does not significantly influence pupils' academic performance in English language. To test this hypothesis, academic qualification was analyzed with a one-way Analysis of variance. The choice of this statistical tool is because the independent variable has more than two categories (No formal education, Primary education, Secondary education, Tertiary), measured on a dependent continuous variable. The result of the analysis is presented in Table 2.



Table 2: Summary of one-way ANOVA academic qualification and pupils’ academic performance in English language.

Group	N	\bar{x}	Std. Deviation	Std. Error	
Academic Qualification and Pupils’ academic performance					
No formal education	73	11.2708	2.92123	.21082	
Primary education	34	13.0287	1.25543	.08684	
Secondary education	50	13.1761	2.24507	.10279	
Tertiary education	243	13.7258	2.39050	.11475	
Total	400	13.0556	2.41482	.06667	
Sources of variance (Academic adjustment)					
	Sum of Squares	df	Mean Square	F	p-value
Between Groups	630.257	3	210.086	9.174	.000
Within Groups	7014.681	397	5.363		
Total	7644.938	400			

*p<.05

Table 2 of parental education has no significant influence on the social adjustment of in-school adolescents, the p-values for academic qualification and pupils’ academic performance in English language were found to be .000 accompanied by an F-value of 9.174, thus, the null hypothesis is rejected. This implies academic qualification does significantly influence pupils’ academic performance in English language.

Discussions of findings

The findings of this study were discussed hypothesis by hypothesis as presented below

Family income and pupils’ academic performance



The findings revealed that family income has a significant influence on pupils' academic performance. The findings showed that most teachers in the study According to Rothstein (2004) "parents of different occupation classes often have different styles of child-rearing, different ways of discipline and different ways of reacting to children. Grismmer, Kirby, Berends and Williamson (1994) had similar findings on the relationship between family income and Mathematics as well as income and reading achievement. A study carried out by Ezewu (2003) points out that people of stable economic backgrounds normally value education more than those of low-income backgrounds. Such people often use their income for learning resources, resulting in good student support, hence good performance. Sui-Chu Willms's (2006) in their study indicated that the parent's economic status has a significant and positive relationship with the parent's involvement in their child's education.

Academic qualification of parents and pupils' academic performance

According to Nadenge (2015), parents are the most immediate relation of a child. Educated parents better understand the educational needs and their children's aptitudes. They thus help their children in their early education which affects their proficiency in their relative area of knowledge. Thus traditional research has revealed that more highly educated parents and especially mothers have greater success in providing cognitive and language skills that contribute to success in school (Stich & McDonald, 1990). Rana (2015) carried out a study on the relationship between the parent's level of education and the academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between parents' level of education and students' academic performance. Orodho (2005) in his study on boys' underachievement in English Language in Kenyan secondary schools found out that a parents' educational background plays a significant role in learning of English language.

Conclusion

The parental personal characteristics and their influence on pupils' academic performance in the English language, in Calabarsouth LGA of cross river state, Nigeria cannot be undermined if the child is expected to perform excellently well in school. The researcher, therefore, submits that parental characteristics such as family income and academic qualification of parents, dictate significantly the academic outcome of primary school pupils. This is because the home environment which is made up of the family forms the foundation for the child's first social



environment in which the child is biologically, socially and psychologically attached. Economically, some families are richer and bigger than others. Some are more educationally enlightened than others, some families are more stable and peaceful than others while some are more involved in their child's education than others. Also since children spend a greater part of their lives in the homes, the home environment therefore has a profound impact on their academic performance.

RECOMMENDATION

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

1. The home environment plays a major role in ascertaining the academic performance of pupils hence parents must be encouraged to create a conducive environment to aid children in achieving better performance academically.
2. The government on its part should encourage parents by making provision for meaningful employment through the establishment of public/private industries to encourage private investment by the private sector so that parents can cater to the basic needs of the children.

Implication on psychology

Psychologically, parents have a strong role to play in the academic performance of their children. This is because the interest of the parent towards the child's schooling can make children work harder and develop a positive mindset toward their quest for learning. The idea of parents sending their children to school is very necessary to promote academic excellence. Children with psychological issues such as inferiority complex, neglect by parents and other social vices portrayed especially by those from broken homes tend to have problems with learning in school. Parents must take cognizance of the role of parental personal characteristics as it influences pupils' academic performance in the English Language in Calabar South LGA of Cross River State, Nigeria. Implication on Psychology

REFERENCES

- Aliyu, L. (2016). Intellectual Ability, Learning Style, Personality, Achievement Motivation and Academic Success of Psychology Students in Higher Education. *Personality and Individual Differences*, 29 (6), 1057-1068



- Alkens,D. Becke, M. & Tomes, K.L. (2006). A Study of Academic Achievement and Intelligence of Extraversion and Introversion Adolescent Female Students in India. *India Psychological Review*, 37 (1), 287-296.
- Crown, D. &Bradley, N.V. (2002). Occupational Aspiration of Low Socio-economic Black South African Children. *Journal of Career Development*, 37 (14). 717-740.
- Femi, A. (2012).The Role of Personality and Career Decision-making Self-efficacy in the Career Commitment of College Students. *Journal of Career Assessment*, 14 (3), 312-332
- Grissmer, N.L. (2003). *Introduction To Psychology*. (8thed.). Belmont, U.S.A.: Thomson Higher Education.
- Hawkins, R. (1995). Adolescent Career Development: Relationships to Self-concept and Identity Status. *Journal of Research on Adolescence*, 4 (1), 127-149
- Jerome, H. (2015) Role of Perfectionism and Five-factor Model Traits in Career Indecision. *Journal of Personality and Individual Differences*, 45 (8), 811-815.
- Jum, L.B. (2016) Personality Variables and Student Nurses' Attitude Towards Clinical Experiences in the University of Calabar Teaching Hospital, Calabar. Unpublished M.Ed Thesis, University of Calabar, Calabar-Nigeria
- Klebanov, Z. (2014). Some Identified and Collegiate Academic Achievement. *Journal of College Students Development*, 46 (5), 501-514.
- Meece, T. (2006). Relationship between Personality Types and Career Choices of Undergraduate Students: A Case of Moi University, Kenya. *Journal of Education and Practice*, 7 (3), 102-107.
- Nadenge, L.K. (2015). Relation of Neuroticism and Negative Career Thoughts and Feelings to Lack of Information. *Journal of Career Assessment*, 17 (2), 201-213
- Odunga, F.H. (2015). Personality, Career Decision Self-efficacy and Commitment to the Career Choice among Chinese Graduate Students. *Journal of Vocational Behavior*, 74 (1), 47-52.
- Ojo, H. (2010). Perception of Factors that Influence Students Vocational Choice of Secretarial Studies in Tertiary Institutions in Edo State of Nigeria. *European Journal of Educational Studies*, 3 (2), 325-337.
- Orodho, W. (2005). Personality and Career Choice. *African Journal of Business Management*, 6 (6), 2255-2260.



- Pelner, R. Brands, V.G. &Agelah, B. (1995) Beyond the Self: External Influences in the Career Development Process. *The Career Development Quarterly*, 58 (6), 29-43.
- Rana, D.Y. (2015). The Neurotic Dimension Vocational Indecision: Gender Comparability. *Journal of Career Assessment*, 5 (3), 317-331.
- RothsteinM. (2004). Higher-order Dimension of the Big Five Personality Traits and the Big Six Vocational Interest Types. *Personality Psychology*, 58 (6), 447-478
- Saifi, F.Y. &Mehmood, V. (2011) Career Choice Self-compassion about Positive Psychological Functioning and Personality Traits. *Journal of Research in Personality*, 41 (4), 908-916.
- Taiwo, K. (1993). An Investigative of the Big Five Personality Traits and Career Decidedness among Early and Middle Adolescents. *Journal of Career Assessment*, 13 (1), 25-39.
- Tint, K. (1993) An Investigation of Personality Traits about Intention to Withdraw from College. *Journal of College Students Development*, 45 (6), 517-534.
- Young, F.T. &Linver, D. & Brooks, Y. (2002).The Factors Determining the Choice of Career among Secondary School Students. *The International Journal of Engineering and Science (IJES)*, 2 (6). 231-239