

**FAMILY FACTORS AS PREDICTORS OF ACADEMIC ACHIEVEMENT
MOTIVATION AMONG SECONDARY SCHOOLS STUDENTS IN NORTH
CENTRAL ZONE OF NIGERIA**

BY

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Abstract

The study sought to investigate on how various family factors predict academic achievement motivation of students. The study adopted a correlation research design. Six research questions were formulated and six hypotheses tested at 0.05 level of significance guided the study. The population for the study consisted of 900 hundred senior secondary II students from the North Central zone states of Nigeria. The instrument used for data collection was researcher's designed questionnaire titled "Family Factors and Academic Achievement Motivation Questionnaire". The instrument was face validated by three experts in Educational Psychology, Guidance and Counselling and Measurement. The experts made their corrections based on simplicity and clarity of language, item coverage of the content, clarity of instruction and so on. The reliability coefficient of the instrument was also determined, using the Cronbach alpha statistics to determine the coefficient of internal consistency of the instrument which yielded 0.81. The research questions were analyzed using Pearson moment correlation coefficient and while the null hypotheses were tested at 0.05 level of significance using multiple regression statistics. The findings show family type does not predict academic achievement motivation of students because the prediction was of a low degree with the magnitude of only 4 % variability. Similarly, family structure and family size do not predict academic achievement motivation of students due to the low degree of variability on the prediction. Family structure and family size have low degree of influence in the region studied which may be based on the type of occupation commonly practiced in the area under study. On the other hand, leadership styles of autocratic, democratic and laissez-faire practiced by household heads predicts academic achievement motivation of students. Based on the findings of the study, recommendations were made. These includes that the family

type that will encourage the students to perform well should be adopted and that there should be provision of awareness creation for parents on consequences of family structure in promoting academic adjustment. Similarly household heads should adopt democratic leadership style that positively motivates students to achieve. The adoption of laissez-faire leadership style by family household heads should be with caution as it may yield a negative outcome.

Key words: Family, Achievement, Motivation and Counselling

Introduction

The family is a social arrangement based on marriage and the marriage contract, including the recognition of the rights and duties of parenthood with common residence for the husband, wife and children (Stephen in Akubue and Okolo, 2008). In the views of Reiss (1988), the family is seen as a small kinship structured group with the key function of nurture socialization of the new born. Kinship is not dependent on biological connections rather it is dependent on socially defined connection. Murdock in Onu (2004), defined the family as a social group characterized by common residence, economic co-operation and reproduction. The author further note that family includes adult of both sexes two of whom maintain socially approved sexual relationship and one or more owned or adopted children of cohabiting adults. The author concluded that family is a universal institution and everywhere performs four functions viz economic, reproductive (sexual), educational and social.

The concept family has equally been defined from cultural and sociological perspective. Lotempio (2002) had described family as a fundamental social group in any society typically consisting of a man and woman and their offspring or a group of persons sharing common ancestry. Thus, family serves as identity to individuals as well as a foundation for society. In the same vein, Action Health (2003) defines the family as the area in which virtually the entire range of human experience can take place. These include love, tenderness, honesty, communal sharing, joy, happiness, warfare, guidance and acceptance. This definition came from social perspective of relationship.

The conception about family is varied depending on cultural and geographical perspective. In Nigerian context, a family consists of the husband wife, children and the extended families of the couple (Owo, 1994). Nwobi (1997) defined the family as a bio-social group, a network of persons intimately held together by a bond of social and kinship relationship or blood relationships. Nwobi goes on to state that in the Nigerian context, at least because of the phenomenon of extended family system, the family is made up of the married couple, their offspring and immediate kit and kin, brothers and sisters of the bridegroom and his parents, relatives – in – laws and any other dependent, so that the concept of nuclear families is a product of colonial experience in most parts of Africa. In the context of this study, family will be taken to be made up of members who live together under one roof having a single household, and united together by ties of marriage, blood or adoption.

The family is a fundamental social institution and its particular forms differ substantially from place to place. Thus, there is nuclear and extended family. According to

Adjaero (1996), nuclear family refers to a group of people who have biological and institutionalized social roles to each other and develop values and beliefs that inform sets of expectation and roles which are specific to them. Extended family consists of nuclear or polygamous families plus uncles, cousins, grand parents and others. In all these type of families either single or dual performs interrelationship roles or functions to keep the family growing. According to Adjaero (1996), the functions include the following:

- Establishment of emotional, social and economic bonds between spouses and their children
- Procreation and sexual relations between the spouses
- Giving names status to the children provision of basic care of children, elderly and relatives with disabilities or sick ones.
- Socialization and education of children and even of the parent
- Protection of the family members
- Emotional care and recreation of the family members
- Exchange of goods and services among others.

The family prepares future citizens nurtures and sustains adults engaged in the day to day activities of the society. In fact, the family is an institution that affects an individual throughout the rest of the individuals' life (Akubue and Okolo, 2008). The family is the first social institution in all human societies and it acts as a foundation for the conception of human beings. The family contributes` highly to the success of the society. Education function is among the primary functions of the family. This has to do with the socialization of infants and children. As noted by Murdock agencies and relationships outside the family may share in the fulfillment of this function, but they never supplement the family. This is an indication that family factors may have fundamental roles to play in children education.

The parents are expected to play fundamental roles within the family. As noted by Shankar-Rao (2012) the family provides the basis for the child's formal learning. In spite of great changes the family still gives the child the basic training in the social attitudes and habits important to adult participation in social life. The manner in which they learn how to get along with their family will be carried over to his or her interactions with school authorities and other agents of social control. When the child grows up, he learns to manage situations outside the home and family.

Family factors provide connections to the resources that are needed to be a successful student. Such factors as, family type (single vs dual, nuclear vs extended), family size in terms of small or large and family leadership style such as autocratic, democratic and laissez-faire may or may not affect academic achievement motivation of students.

Achievement is a fundamental aspect of everyday life, affecting people's work, interpersonal relationships, sense of being, and leisure (Struthers, Menec, Schonwetterand Perry, 1996). The quintessential achievement oriented domain in education, particularly for college students, includes high performance on tests, passing courses, and completing schooling. The need to achieve leads to achievement motivation. Achievement motivation from McClelland perspective as noted by Hodson (2001) is a basic desire to succeed and to get a task completed as effectively as possible. McClelland explained that people with strong need for achievement tend to be characterized by acceptance of personal responsibility, being goal oriented by setting moderate, realistic and attainable goals,

seeking challenges and excellence, and they are willing to do better jobs, accomplish tasks and work hard. Elic (2007) noted that for the above reasons of McClelland, such individuals will attempt boost their achievements as much as possible by winning competitive situations in their desire to be superior to their peers and rivals.

Achievement motivation and school achievement have long been studied in the fields of education and psychology. It has also become clear that achievement motivation is a construct influenced by a number of factors such as human development (Lepper, Corpus and Iyengar, 2005; Zanobini and Usai, 2002), locus of control in motivation (Lepper et al 2005) among others. The present study is concerned with family factors as predictors of academic achievement motivation among students of North Central Zone of Nigeria.

Statement of the Problem

Family is made up of members under one roof having a single household and united by ties of marriage, blood or adoption. In this regard the family is a fundamental social institution occurring in all societies but its forms differ substantially from place to place. The family prepares future citizens, nurtures and sustains adults engaged in day to day activities of the society. Family provides connections to the resources that are needed to be a successful student. This implies that family factors are fundamental in academic achievement of students. One wonders whether such family factors predict academic achievement motivation of students of North Central zone of Nigeria.

North central zone of Nigeria is known for mass agricultural production. This is characterized and manifests in the type of family units they uphold. Most family opt for family size such as large as against small, dual as against single and extended as against nuclear. Their rationale for these options is to have children that will help out in farm work. In most case children are deprived of attending school with the intention to help in farm work. In some other instance, the extended members are invited to help out in farm work too. A funny aspect of this family unit is that schooling is taken to be secondary concern of most family. Children mostly are not motivated to value schooling and this reflects in situations where parents fail to provide educational needs of their children or depriving them of schooling. This may affect achievement motivation of these children academically which in turn will affect their academic performance.

Achievement motivation is a desire to make one succeed and to get task completed as effectively as possible. It is a construct that is influenced by a number of factors. Whether family factors as family type (single and dual; nuclear and extended) family size and family leadership can predict academic achievement motivation of students of North Central zone of Nigeria is yet to be empirically established. The problem of the study becomes to what extent does family factor predicts academic achievement motivation of students in North Central zone of Nigeria?

Purpose of the Study

The general purpose of the study is to investigate family factors as predictors of academic achievement motivation among students in North Central zone of Nigeria. Specifically, the purpose of the study was to:

1. Ascertain if autocratic leadership style of household heads predicts academic achievement motivation of students
2. Determine whether democratic leadership styles of household heads predicts academic achievement motivation.

Research Questions

The following research questions guided the study.

1. In what ways does autocratic leadership style of household head predict academic achievement motivation of students?
2. How does democratic leadership style of household head predict academic achievement motivation of students?

Hypotheses

The following null hypotheses formulated to guide the study will be tested at 0.05 level of significance.

H0₁: There will be no significant relationship between autocratic leadership style of household head and academic achievement motivation of students

H0₂: There will be no significant relationship between democratic leadership style of household head and academic achievement motivation of students.

Methodology

The methodology adopted for the study is organized and discussed below. Each of the sub-headings is discussed in line with current study.

Area of the Study

The study was carried out in North Central Zone of Nigeria. Nigeria as a country is divided into six geo-political zones North central zone inclusive. The North Central Zone is made up Benue State, Kogi State, Narsarawa State, Kwara State, Plateau State and Niger State. The zone is known for agricultural production and this makes the states to be regarded as food basket states, particularly Benue State. The seat of River Benue is located in Benue state which is one of the states that made up North Central Zone. Most families in the state possess the characteristics of most of the variables under investigation such as large and small family, dual and single parenting family, extended and nuclear, among others. This is as a result of their involvement in agricultural production which makes them to adopt the characteristic of the variables being investigated. The above gave the justification for the present study to be carried within the area. Furthermore, most families consider any other issue outside farming as secondary and this may have been their rationale for paying less attention to academic performance of their children.

Population of the Study

The target population of the study comprised all the senior secondary II students in North central geo-political zone of Nigeria. The target population will be all the SSIII

students in Nassarawa, Kogi and Benue state. The target population figure is 62,758 made up of 35,744 males and 27,014 females in the 749 secondary schools in the three states. (Sources: Statistics and planning units of Post Primary School Management Board of the three states 2012/2013).

Sample and Sampling Technique

The sample for the study was 900 SSII students. The sample was selected through a multistage sampling procedure involving stratified random sampling techniques.

The target populations were stratified based on states as Benue, Kogi and Nasarawa respectively. This will give three strata. In each of the states, random sampling were used to select five local government areas viz 15 local government area. In each of the local government areas, two schools reflecting both urban and rural were selected randomly. This will gave a total school figure of 30 made up of 15 urban schools and 15 rural schools. In each of randomly selected schools, 30 SSII students were selected. This reflected 15 male SSII students and 15female SSII students for each school selected thereby given a sample figure of 900 respondents.

In each selected school the 30 SSII students selected took into consideration their family type and family size. Thus nuclear 5, extended 5, small family size 5 and large family size 5, as well as 5 from single parenting family and 5 from size 5, as well as 5 from single parenting family and 5 from dual parenting family. This composition was derived from the students' anecdotal records. According to Onwioduokit (2000) a sample can be any size as long as it contains less than the total number of possible observation of a given type. This explains why these numbers of SS II students were chosen.

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire titled Family Factors and Academic Achievement Motivation Questionnaire (FAAMQ). The FAAMQ which was a structured, self reporting questionnaire consisted of two parts; part A and part B. Part A is on the Bio-data of the respondents which was designed to elicit personal information about each of the respondents such as family type (Nuclear and Extend), family type (Single and Dual), family size (Small and Large), class, gender of students etc. While part B is on some of the variables under study such as family leadership styles and academic performance. This was developed through information gathered from literature review. Part B has two clusters A and B. cluster A dealt with the family leadership styles and cluster B on Academic achievement motivation.

Cluster A of Part B sought information on family leadership styles and has response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with assigned weights of 4, 3, 2 and 1 respectively. Section A has three sub-sections with 17 items distributed among the three sub-sections that sought information on the leadership styles viz autocratic, democratic and laissez-faire. Section B sought information on academic achievement motivation with response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively. It has 10 items addressing the issue. The items of the questionnaire are structured in a manner that some were positively cued while other was negatively cued.

Validation of the Instrument

The validity of the FAAMQ was determined by experts in the field of Guidance and Counselling, Educational Psychology and Measurement and Evaluation from Faculty of Education University of Nigeria Nsukka. The experts were required to determine the face validity of the items in the instrument. They were guided by copies of the research purposes, questions and hypotheses. In other words, they were required to examine the instrument with regard to the suitability of language, non ambiguity of language and the extent to which the instrument properly measure the variables under study. After the validation, some items were modified while others were removed, replaced and corrected for the final draft.

Reliability of the Instrument

In order to ensure the reliability of the instrument (FAAMQ), a trial test was carried out in Uzo-Uwani L.G.A. of Enugu State using 30 students. Uzo-Uwani L.G.A. shares almost the same feature with states in the geographical area because of the involvement of people in the area in agricultural production. Most family in the area prefers their children helping out in farm work as against any other issue.

Cronbach Alpha method was used to determine the internal consistency of the instrument. The rationale for the use of Cronbach Alpha was on the basis of the fact that the items were not scored right or wrong and also the instrument was a rating scale of measurement. It measures internal consistency in a case where only one administration of instrument is involved and in the case where there are many items on the questionnaire. After the analysis, the Cronbach Alpha yielded a consistency index 0.89, 0.82 0.82 and 0.72 for the clusters. The overall consistency index yielded (See Appendix B)

Method of Data Collection

The data for the study were collected through personal administration of the instrument by the researcher and her six research assistants. The research assistants were trained on the objectives of the study and how to locate the subjects. They were also instructed on how to collect the data using the questionnaire. With the consultative discussions with the research assistants, they were well acquainted with the modality of administering the instrument in appropriate and effective manner. The use of the research assistants helped to ensure that the targeted sample for the research was used for the completion of the questionnaire. Two research assistants were employed to each of the three states that will be used for the study.

Method of Data Analysis

Descriptive statistics using frequency counts, Mean and Standard Deviation were used to determine the respondents' family leadership styles and academic achievement motivation of the respondents. A mean of 2.50 were used as a base for determining the leadership styles and academic achievement motivation. The analysis took into consideration both positively skewed and negatively skewed items. This implies that the

weighting of the responses were changed when a negatively cued item is encountered but where not the 4, 3, 2 and 1 weight were maintained.

In answering the research questions Pearson Product Moment Correlation for establishing relationship was used. To test the hypotheses, the null multiple regression analysis was employed.

Results

The results are presented in tables 1-4 according to the research questions and hypotheses that guided the study.

Research Question 3:

In what ways does family size predict academic achievement motivation of students?

Table 5: A Correlation coefficient of Family Size (Nuclear and Extended) Achievement Motivation of Students

| Model | R | R Square | Adjusted R Square | Standard Error of Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1 | 0.015 | 0.000 | -0.001 | 0.49124 |

In providing answer to research Question 3 which sought to determine in what ways family size predicts academic achievement motivation of students, Pearson Moment Correlation Coefficient was employed. The analysis of data in Table 5 shows that the correlation between the predictors (family size) and academic achievement motivation is 0.015 with a coefficient of determination of 0.000. This means that the variation in the academic achievement motivation of students can be attributed to family size.

A corresponding hypothesis formulated to further address the research question is hypothesis 3.

Hypothesis 3:

There will be no significant relationship between family size and academic achievement motivation of students.

Table 6: A Simple Liner Regression Analysis of the Extent Family Size (Small and Large) Predicts Academic Achievement Motivation of Students.

ANALYSIS OF VARIANCE (ANOVA)

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------|----------------|------------|-------------|-------|-------|
| Regression | 0.052 | 1 | 0.052 | 0.213 | 0.644 |
| Residual | 215.493 | 893 | 0.241 | | |
| Total | 215.544 | 894 | | | |

The analysis of data on the Table 6 above reveals that the probability associated with the calculated value of F (0.213) is 0.644. For the fact that the probability value of 0.644 is

more than the 0.05 level of significance, the null hypothesis is accepted. Hence family size does not predict the academic achievement motivation of students.

Research Question 1:

In what style does autocratic leadership style of household head predict academic achievement motivation of students?

Table 1: Correlation Coefficient of Autocratic Leadership Style of Household Head and Academic Achievement Motivation of Students

| Model | R | R Square | Adjusted R Square | Standard Error of the Estimate |
|-------|-------|----------|-------------------|--------------------------------|
| 1 | 0.224 | 0.050 | 0.049 | 0.47878 |

a). Predictor: Autocratic Leadership Style

b). Dependent variable: Academic Achievement Motivation

In providing answer to research Question 4 which sought to determine in what ways autocratic leadership style of household head predicts academic achievement motivation of students, Pearson Product Moment Correlation Coefficient was utilized. The analysis of the data in Table 7 shows that the correlation between autocratic leadership style of household head and students' academic achievement motivation is 0.224, with a coefficient of determination of 0.050. Thus 5 % variation in the students' academic achievement motivation can be predicted by autocratic leadership style of household head. A corresponding hypothesis formulated to further address the research questions is hypothesis 4.

Hypothesis 1:

There will be no significant relationship between autocratic leadership style of household head and academic achievement motivation of students.

Table 2: A Simple Liner Regression Analysis of What Ways Autocratic Leadership Style of Household Heads Predict Academic Achievement Motivation of Students
ANALYSIS OF VARIANCE (ANOVA)

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|-------------------|----------------|------------|-------------|--------|-------|
| 1 | | | | | |
| Regression | 10.85 | 1 | 10.845 | 47.312 | 0.000 |
| Residual | 204.699 | 893 | 0.229 | | |
| Total | 215.544 | 894 | | | |

The analysis of Table 8 shows that for the relationship between autocratic leadership style of household head and academic achievement motivation of students, the calculated value of F (47.312) has a probability value of 0.000. Thus, there is a significant relationship between autocratic leadership style of household head and students' academic achievement motivation. This is for the fact that the probability value of 0.000 is less than 0.05 level of significance.

Research Question 2:

How does democratic leadership style of household head predict academic achievement motivation of students?

Table 3: Correlation Coefficient of Democratic Leadership Style of Household Head and Academic Achievement Motivation of Students

| R | R Square | Adjusted Square | R Standard Error of the Estimate |
|--------------|----------|-----------------|----------------------------------|
| 0.311 | 0.097 | 0.096 | 0.46691 |

a). Predictor: Democratic

b). Dependent Variable: Academic achievement Motivation

In answering research Question 5 which sought to determine how democratic leadership style of household head predicts academic achievement motivation of students, Pearson Moment Correlation Coefficient was used. The analysis of Table 9 shows that the correlation between democratic leadership style of household head and academic achievement motivation is 0.311 with a coefficient of 0.097. Hence, 9.7 percent variation in students' academic achievement motivation can be attributed to the democratic leadership style of household head.

A corresponding hypothesis formulated to further address the research question is hypothesis 2.

Hypothesis 2:

There will be no significant relationship between democratic leadership style of household head and academic achievement motivation of students.

Table 3: A Multiple Regression Analysis of How Democratic Leadership Style of Household Heads Predict Academic Achievement Motivation of Students
ANALYSIS OF VARIANCE (ANOVA)

| Model 1 | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------|----------------|------------|-------------|--------|-------|
| Regression | 20.867 | 1 | 20.867 | 95.716 | 0.000 |
| Residual | 194.678 | 893 | 0.218 | | |
| Total | 215.544 | 894 | | | |

The analysis of Table 10 shows the relationship between democratic leadership style of household head and academic achievement motivation of students. The probability associated with the calculated value of F (95.716) for the relationship between democratic leadership style of household heads and students' academic achievement motivation is 0.000. This implies that there is a significant relationship between democratic leadership style and students' academic achievement motivation since 0.000 is less than 0.05 level of significance.

Discussion

The result of the analysis on ways autocratic leadership style of household head predicts academic achievement motivation of students indicated that autocratic leadership style of household head predicts academic achievement motivation of students. This is shown by the result of the study in Chapter 4, Table 7. The data in the Table revealed that correlation coefficient between autocratic leadership style and academic achievement motivation of students is 0.224 with a coefficient of determination of 0.050. This means that only 5 % variation in students' academic achievement motivation can be attributed to as coming from autocratic leadership style of household head.

What this implies is that autocratic leadership style of household head has 5 % prediction of academic achievement motivation of students. This prediction was of low degree because R^2 value was 5 percent indicating that only a magnitude 5 % of the variability in academic achievement motivation of students could possibly be influenced by autocratic leadership style of household head.

The present finding supports the finding of Abugu (1995) and Igwegbe (1997). For instance, Abugu's study revealed that students performed academically poor under autocratic leadership styles as against excellent performance of students under democratic leadership styles. The view of Abugu is understandable because children may fear to open up in the presence of their parents owing to the fact that they operate a leadership style that does not give room for such. In a similar way, Igwegbe (1997) found that there was a very high relationship between leadership style of school heads and students' academic performance.

Further analysis of the relationship between autocratic leadership style of household head and academic achievement motivation of students revealed that at 5 % level of significance ($P < 0.05$) the multiple regression analysis reveals that the probability associated with the calculated value of F (47.312) is 0.000. For the fact that the probability value of 0.000 is less than the 0.05 level of significance, then it is established that there is a significant relationship between autocratic leadership style of household head and academic achievement motivation of students.

Democratic leadership style of household head predicts academic achievement motivation of students. The above notion was established by the result of the study in Chapter 4, Table 9. The data in the Table revealed that correlation coefficient between democratic leadership style of household heads and academic achievement motivation of students is 0.311 with a coefficient of determination of 0.097. This implies that 9.7 % variation in students' academic achievement motivation can be attributed to democratic leadership style of household heads.

The implication of this is that democratic leadership style of household heads has 9.7 % (percent) prediction of academic achievement motivation of students. The prediction was of high degree because R^2 value was 9.7 % thereby indicating that only a magnitude of 9.7 % of the variability in academic achievement motivation of students could possibly be influenced by democratic leadership style of household heads

The present finding is in consonance with Abugu (1995) who found out that students learn better in atmosphere that is cordial which can only be achieved in a democratic setting. It further noted that students performed academically poor under autocratic leadership styles

as against excellent performance of students under democratic leadership style. From the perspective of Abugu, it is clear that in a family setting where democratic leadership style is adopted by the household head, there is every likelihood that children in such a family setting will feel free to express their feelings and make request that will help them to achieve academically as parents are ready to accommodate their contributions. In the same vein, Baumrind (1991) found that parents' responsiveness, considerateness and supportiveness was related to adolescents' social competence. Onyemuze (2008) also found out that there is positive and significant relationship between permissive parenting style and adolescent academic adjustment.

Further analysis of the relationship between democratic leadership style of household head and academic achievement motivation of students revealed that at 5 % level of significance ($P > 0.05$), the multiple regression analysis revealed that the probability associated with the calculated value of $F(97.716)$ is 0.000. For the fact that the probability value of 0.000 is less than the 0.05 level of significance, then it is established that there is a significant relationship between democratic leadership style of household head and academic achievement motivation of students.

Recommendations

The following recommendations were made based on the findings:

1. Household heads should adopt democratic leadership style that positively motivates students to achieve
2. The adoption of laissez-faire leadership style by family heads should be done with caution as it may yield a negative outcome.

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