

FAMILY FORMS AND WELL BEING AS CORRELATES OF PUPILS' ACADEMIC ACHIEVEMENT IN BAYELSA STATE

Million Asain (Ph. D)¹; Ezekiel Fyneboy (Ph.D)¹
& Prof. G. G. Agulanna²

Department of Life Science Education,
Faculty of Education, Imo State University, Owerri
Dean, Faculty of Education, Imo State University, Owerri

Abstract

The study sought to investigate family forms and well-being as correlates of pupils academic achievement in Bayelsa State. Two research questions and two null hypotheses guided the study. The design was correlation survey. The population of the study was 13,256 primary 5 pupils (5,178 males and 7,078 females) in all public primary schools in Yenagoa and Ogbia education zones in Bayelsa State. Using proportionate stratified random sampling technique, 320 pupils were used as sample. Three researcher-made instruments; Broken Home Childhood Education Questionnaire (BHCEQ), Unbroken Home Childhood Education Questionnaire (UHCEQ), and Wellbeing Childhood Education Questionnaire (WCEQ) with correlation coefficients of .82, .76 and .71 respectively, using Pearson Product Moment Correlation statistics were used for data collection. The findings indicated that both family forms as well as wellbeing significantly correlates with pupils' academic achievement. An educational implication of the findings is that, the family plays significant role in a child's school achievement. It was recommended that parents should always provide positive family experiences and resources that can foster pupils' school achievements.

Key words: Family forms, wellbeing, academic achievement

Introduction

The interactions and emotional experiences in a family essentially form the resources a child uses in forming his/her personality. The family is, and always has been the most important element in most children's lives. The emotional and physical care and substance that are vital to wellbeing are first offered to the child by the family (Essa, 2011). This responsibility and or role of the family that a child should naturally enjoy appears to be uneven across families in our society. That is, the experiences that the family offers to children in our modern society appear to vary from one family to another as indicated by research findings. This is simply due to the emergence of certain prevailing factors or conditions, and it is so much so that, youngsters now live

in a wide variety of family configurations. Each of these family structures consciously or unconsciously offers to the child, distinct family psychodynamics that may or may not favour the child's behavioral development and mental states. This study broadly delineated family configurations into two forms, namely unbroken home and broken home, and also examined the wellbeing of the child in each of the family forms. While an unbroken home or an intact home is a family setting where there is a father, mother and child or children. It is a type of family structure in which the father functions as the head of the family, the wife as the help mate and then the offspring. In the intact home, there is usually close relationship and the members co-exist as a unit, hence it is often called nucleus family.

Conversely, a broken home is a family structure in which the man and woman are no longer married. Such a situation of divorce usually leads to children of such union being mainly under the guidance of either the mother or the father. As such, the children would likely not be privileged to enjoy the joint care that they are supposed to receive from their parents. The ill experiences that children get as a consequence of broken home often times directly affect their wellbeing.

Wellbeing is conceptually a subjective word. Watson (2012) asserts that the meaning of the word wellbeing is unclear. According to Coleman (2009), the word is used and understood differently in different contexts with little consensus. However, Ereant and Whiting (2008) point out that, while wellbeing may be ill-defined it is never criticized as an ideal; it is universally accepted as positive. Wellbeing is thus, a state of contentment and happiness. It reflects an individuals state of optimal productivity (Davidson, 2010).

Furthermore, Diener and Tov (2009), opine that a state of wellbeing may be invoked in an individual by having: an enjoyable and fulfilling career; adequate money, regular exercise; a balanced diet sufficient sleep, intimate relationship, a network of close friends a sense of belonging, ability to accept to change a safe physical environment and a sense of purpose and meaning. In summation, wellbeing may be conceptualized as the general evaluation of one's quality of life. Diener and Tov further opine that, three components characterize the wellbeing of an individual. These include: life satisfaction; positive levels of pleasant emotion and experience of good self esteem. In any home that lacks these components of wellbeing as is often the case of a broken home, children in the home do suffer absence of the moral support needed to promote their academic achievements.

Academic achievement is the fundamental threshold in the education programme of the child. It is one of the most important factors that contribute

to a child's future life experience. Arora (2016) opines that academic achievement generally refers to the degree or level of success or potency attained in some academic work. According to Aktamis and Ergin (2008), pupils academic achievement is a product of a number of factors. These factors among others include; availability of study materials in the home, the time children put in for study, the type of television programme pupils watch as well as parental guidance and encouragement. This means that, the resources a pupil exploits in the home environment and the attention he/she receives from the parents play vital role concerning the progress of his /her education. Since children are dependants and are integral members of the family systems, family values and culture are therefore automatically inseparable part of children (Essa, 2011). Family values such as discipline and virtues of hard work are key to a child development.

The family is at the core of early childhood education. This is because the school shares with families the responsibility of socializing young children. (Asain, 2013; Essa, 2011). Besides the provision of food, shelter and clothing, pupils equally enjoy vital parental services such as moral and spiritual supports in the family which in significant measure contribute directly or indirectly to the success of their primary education (Peters, 2008).

Fundamentally, primary education constitutes the requisite foundation upon which the child's future education is built on. Primary education ensures that, all pupils are able to develop their cognitive, social, emotional, cultural and physical skills for use in their future career (Willem, 2011). This clearly underscores the importance of primary education, and hence the need for pupils to excel in their academic endeavour.

Nevertheless, despite the importance of primary education, the researchers noted that the trend of academic achievements among pupils in the public primary schools in Bayelsa State has taken a drastic downtrend. The dismal performance of these pupils is a serious cause for concern as a great number of them start their Junior Secondary School 1 without reading ability. Bothered by this unsatisfactory situation, the researchers carried out a preliminary investigation, in which random interview of pupils in different primary schools revealed that they had different family experiences capable of impacting on their academic achievements either negatively or positively. Therefore, the problem of the study is: how do family forms and wellbeing correlate with pupils' academic achievement?

The primary purpose of the study was to find the relationship between family forms, wellbeing and academic achievement of pupils in public primary schools. In achieving this, the study sought to investigate the relationship between:

1. family forms (broken and unbroken homes) and pupils' academic achievement;
2. wellbeing and pupil's academic achievement.

The following research questions guided the study.

1. To what extent do family forms (broken and unbroken homes) correlate with pupils academic achievement?
2. To what extent does wellbeing correlate with pupils' academic achievement?

The following null hypotheses tested at .05 level of probability guided the study

- Ho₁: Broken home and unbroken home do not significantly correlate with pupils academic achievement.
- Ho₂: Wellbeing does not significantly correlate with pupils academic achievement.

Method

The study adopted correlation research design. The design is appropriate because the study sought to establish relationship between family forms, wellbeing and pupils' academic achievement as the dependent variable. The study was carried out among public primary school pupils in Bayelsa State. The population of the study was 12,318 pupils in public primary schools, and using proportionate stratified sampling technique, 320 primary 5 pupils (120 pupils from broken home and 200 pupils from unbroken home) selected from Yenagoa and Ogbia education zones were used as sample. Three researcher- made instruments were used for data collection. First, Broken Home childhood Education Questionnaire (BHCEQ) was designed to elicit information from pupils regarding how the family setting impacts on their primary education. Second Unbroken Home Childhood Education Questionnaire (UHCEQ), was designed to elicit information from pupils regarding how the family setting impacts on their primary education. Third, wellbeing Childhood Education Questionnaire (WCEQ) was designed to elicit information from pupils regarding how their state of wellbeing impacts their primary education. Data on pupils' academic achievement (PAA) were obtained from their primary 5 first, second and third terms examination scores. The mean scores of the respondents obtained by taking the average of the total scores for each child in the 3 terms examination 2017/2018 academic session were used to represent the academic achievements of the pupils in the academic year. The reliability of the instruments were ascertained using

Pearson Product Moment Correlation. The correlation Coefficients were .82 for BHCEQ vs PAA, .76 for UHCEQ vs PAA and .71for WCEQ vs PAA. The instruments were validated by two specialists in Educational Psychology Department and one specialist in Educational Measurement and Evaluation Department.

The instruments were administered to the pupils, and the data collected were analyzed. Linear regression in SPSS statistics was used to answer the research questions, while t-test regression model in SPSS statistics was used to test the hypotheses at .05 level of probability.

Results

Table 1: Summary of Linear regression model of relationship between broken home and pupils’ academic achievement.

| Model | R | R square | Adjusted square | R | Std. Error of the Estimate |
|-------|------|----------|-----------------|---|----------------------------|
| 1 | .504 | .365 | .363 | | 3.03588 |

a. Predictors (constant), broken home

Table 1 shows the linear regression (the sample correlation) R as .504 which indicates a positive correlation of between the independent variable and the dependent variable. This means that broken home positively correlates with pupils’ academic achievement. The R square reports that about 36.5% of pupils academic achievement is predicted by broken home effect.

Table 2: Coefficients table of t-tests of regression model coefficients.

| Model | unstandardized B | Coefficient Std Error | Std Coefficient Beta | t | sig |
|--------------|------------------|-----------------------|----------------------|--------|------|
| 1 (constant) | 7.668 | 1.664 | | 4.610 | |
| Broken home | .759 | .056 | .604 | 13.523 | .000 |

a. Dependent variable: Academic achievement

Table 2 indicates that broken home correlates with pupil’s academic achievement. The regression model indicates that $P < 0.0005$ is less than 0.05. This means that, the overall regression model statistically significantly predicts the outcome variable (academic achievement). This means that, the attendant challenges of broken home have about 60.4% contribution with pupil’s academic.

Table 3: Model summary linear regression of unbroken home and pupil's academic achievement.

| Model | R | R square | Adjusted square | Std. Error of the Estimates |
|-------|-------------------|----------|-----------------|-----------------------------|
| 1 | .878 ^a | .770 | .769 | 2.59964 |

a. Predictors (constant), intact home

Table 3 shows that the linear regression R is .878 which indicates that there is a high degree of correlation. The R square 77% of the pupils achievement can be explained by the independent variable, intact home.

Table 4: Coefficient table of t-test regression model

| Model | Unstandardized B | Coefficient Std Error | Std. Coefficient Beta | sign |
|---------------|------------------|-----------------------|-----------------------|----------------|
| 1 (constant) | -11.263 | | -9.182 | .000 |
| Unbroken home | 1.549 | | .878 | 32.642 .000 |

a. Dependent variable: Academic achievement

The regression model revealed that Unbroken home to a high degree positively correlates with pupils' academic achievement. The sig. value $p < 0.005$, is less than 0.05, thus the null hypothesis is rejected. This means that intact home significantly contributes about 87.3% of pupils academic achievement.

Table 5: Model summary of relationship between wellbeing and pupils academic achievement.

| Model | R | R square | Adjusted square | R | Std. Error of the Estimate |
|-------|-------------------|----------|-----------------|---|----------------------------|
| 1 | .881 ^a | .777 | .776 | | 2.56059 |

Table 5 shows that the linear Regression R .887 which indicates that there is high degree of correlation between wellbeing and pupil academic achievement. R square 77.7% explains the extent of relationship between the variables.

Table 6: Coefficient Table of t-test regression model of wellbeing as a correlate of pupils academic achievement.

| Model | Unstandardized B | Coefficient Std Error | Std. Coefficient Beta | T | sign |
|--------------|---------------------|--------------------------|-----------------------------|--------|------|
| 1 (constant) | -11.472 | 1.210 | .881 | -9.477 | .000 |
| intact home | 1.558 | .047 | | 33.255 | .000 |

a. Dependent variable: Academic achievement

The Regression Model revealed that wellbeing high positive correlation with pupils academic achievement. The sig. $p < 0.0005$, is less than 0.05. This means that the null hypothesis is rejected. Thus, wellbeing significantly correlates with pupils academic achievement.

Discussion

The study sought to establish family forms and wellbeing as correlates of pupil's academic achievement. The study showed that broken home and unbroken home are significant correlates of pupil's academic achievement. This means that the prevailing family psychodynamics exerted on the child determine the direction of correlation. That, when family interactions and experiences are positive, the child receives support that boost his/her academic achievement. However, statistically, unbroken home, showed relatively higher degree of correlation with pupils' academic achievement than broken home. The finding of Nato (2016) is consistent with the finding of this study. He noted that, in intact homes where parental motivation, economic support and good study environment are provided, children perform better in their academic work.

The finding of the study also indicated that wellbeing significantly correlates with pupils' academic achievement. This finding agrees with the finding of Bambudzo, Lewis and Schulze (2012.), that the encouragement and support that children receive from parents significantly promote their school achievement.

Conclusion and Recommendation

Family forms significantly correlate with pupils academic achievement. Statistically, unbroken home relatively correlate positively with pupils school achievement more than broken home. Therefore, the unconscious or conscious mental and emotional forces children receive in the home have significant correlation with their academic achievement. Therefore, academic achievement of the Nigeria child is significantly correlated with the psychodynamics of the family.

More so, wellbeing significantly correlates with pupils academic achievement. Statistically, wellbeing correlates with pupils academic achievement to a higher degree more than family forms. Therefore, the wellbeing of a child is of critical importance to his or her school achievements.

Based on the findings of the study, it was recommended that parents should endeavour to make children have positive family experience and interactions that can promote the academic achievement of children. Parents should also provide resources that can promote the wellbeing of their children.

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