



## Parental Level of Education as a Socio-Motivational factor for Peace Education and Academic Performance of Students in Colleges of Education in Nigeria

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### ABSTRACT

*This study focused on the influence of parental level of education as a socio-motivational factor for peace education and academic performance among students in colleges of education in the north-west geopolitical zone of Nigeria. The study rests on the hypothesis that there is no significant difference between the parental level of education and academic performance of students in colleges of education. The information on students' parental level of education was obtained from 389 students (300 level) drawn from eight (8) Colleges of Education along with their Grade Point Average (GPA) which served as a major parameter for measuring of academic performance. Analysis of variance (ANOVA) was used to determine the differences in the performance of students' vis-à-vis their parental level of education. The findings of this study revealed that there is no significant difference between the parental levels of education and academic performance of students. The study, therefore, recommends that parents stand better chance to effect change in the behaviour repertoire of children towards attaining the much-needed peace using education as the most viable and effective instrument. Thus, teachers should also devise means of giving equal treatment to students based on group work and participatory techniques but not based on their parental educational or socio-economic background. Further, courses such as Civic Education should be re-introduced in our schools with a view to re-orienting the younger generation of their civic responsibilities towards building strong, just and crisis-free society.*

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### INTRODUCTION

Parents constitute the first agent of socialization that a child is expected to come in contact with, thus, the influence of parental level of education on a student's academic success should not be underestimated. Traditionally, family status variables such as parents' level of education have been regarded as predictors of children's academic performance. Increasingly, research has suggested that, rather than having a direct association with children's academic performance, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes.



Alokan, Anakinle and Onijingi (2013) pointed out that the Home environment was found to be an important factor in determining the academic performance of students. From the beginning, parents have been the major reason involved in raising children in every society. That is why the family is recognized as an important agent of socialization. On the other hand, Adekeyi (2002) observed that it is mainly through their efforts and abilities that children are socialized to become productive citizens. So, wherever parents possess the resources and skills; and apply them effectively and joyfully in raising their children, the entire society benefits. This brings joy and pride to the nation and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community.

Attendant on higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education. Thus, the influence of parents' level of education on student outcomes might best be represented as a relationship mediated by interactions among status and process variables.

It is generally believed that the level of education influences parents' knowledge, beliefs, values, and goals about childrearing so that a variety of parental behaviours are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

Thomas (2014) asserted that while many theorists and researchers argue that student attributes conducive to performance are deeply rooted in processes of socialization, such as learning through observation of parental modelling, others contend that through their personal qualities, children actively shape the parenting they receive: Parents socialize their children, but children also influence their parents. Supporting both theoretical perspectives is research indicating that the combination of learning behaviour and intelligence exceeds the contributions of any single source in predicting children's academic performance.

Accordingly, the level of educational attainment of parents could influence the academic performance of their children. According to European Union Monitoring Report (2013), those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities. Such parents know the importance of getting educational materials for their children in school.

It is very important to note that parents may go through their children's exercise books after school, or even employ a private teacher to teach them after school. By so doing, their academic performance will be improved; whereas in the case of illiterate family, the need to supervise the children's exercise books is not there, hence their children's low academic performance in school. Educated parents may also have a library at home, stocked with novels, encyclopedia and other educational books and educational audiovisual tapes. When children make use of these materials, it will enhance their intellect. (Thomas, 2014)

It is very important to note just as there seems to be a critical period for parental support in terms of general academic success, there is also a critical period for parental support concerning "school readiness. It appears that a parent's level of involvement in school readiness correlates significantly with that parent's educational attainment.



Gladwell (2008) revealed that parents with advanced degrees are 3.5 times as likely as parents without high school degrees to teach their children the alphabet, 2.4 times more likely to teach them to count to 20, 1.8 times as likely to teach them how to write their first name, and 2.8 times more likely to read to them daily. Even the difference in involvement between parents with advanced degrees and parents with bachelor's degrees hovers around 10%. Almost without exception, parents at each successive level of education send their children to school better prepared than parents who are less educated. This suggests just how delicate beginnings can be in a child's educational development, and just how important it is for less-educated parents to try to be more involved.

Another key to sustained academic success is progressing through each grade level with confidence and mastery. But even if the parental support is there, financial setbacks can pose serious problems. Between 1996 and 2007, the percentage of "low-income" students typically held back a grade reached 25%, while the percentage of "non-poor" students remained low and relatively constant. Parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. A recent study exploring the relationships between level of parent education, parent self-efficacy, children's academic abilities, and participation in a Head Start program found that level of parent education and program participation was significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predicted children's academic abilities.

Education is widely acknowledged as a vehicle for establishing peaceful co-existence in our society, thus, the knowledge acquired in a formal school system is always aimed at preparing an individual to be a productive, useful and acceptable member. The level of relative peace enjoyed by individuals could be explained in terms of the absence of violence not only personal. According to UNICEF (1999), Peace Education is the process of promoting knowledge, skills, attitudes and values needed to bring about behavioural changes that will enable children, youth and adult to prevent conflict and violence both overt and structural; to resolve conflict peacefully and to create a condition or conducive to peace whether at the intrapersonal, interpersonal, intergroup, national and international levels.

While many theorists and researchers argue that student attributes conducive to performance are deeply rooted in processes of socialization, such as learning through observation of parental modelling, others contend that through their personal qualities, children actively shape the parenting they receive: Parents socialize their children, but children also influence their parents. Supporting both theoretical perspectives is research indicating that the combination of learning behaviour and intelligence exceeds the contributions of any single source in predicting children's scholastic performance.

It is pertinent to note that the level of education influences parents' knowledge, beliefs, values, and goals about childrearing so that a variety of parental behaviours are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

It is therefore envisaged that parental level of education will go a long way in promoting knowledge, skills, attitude and values which are the key ingredient of peace education towards bringing positive behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural. Therefore, the study is intended to find out the influence



of parental level of education as a socio- motivational factor for peace education and academic performance of students in colleges of education to suggest ways towards achieving the much-needed peace in Nigerian society.

### **The objective of the study**

The study was based on the following objective:

1. To determine the role of parental level of education as a socio- motivational factor towards establishing sustainable peace education and academic performance of students

### **Hypothesis**

1. There is no significant difference in the academic attainment of students due to the parental level of education.

### **METHODOLOGY**

Correlational design was utilized in this study. The population for this study consisted of all NCE students (300 level) drawn from Federal and State Colleges of Education in North-Western Nigeria. Thus, their total population was 9191. A sample of 389 students was selected using purposive sampling technique that is out of the total of 9191 as the subjects of this study. The samples were drawn from eight (8) Colleges of Education on a proportional basis. A questionnaire was used in which the respondents were asked to indicate the subjects and the highest educational qualifications of their parents. This serves as a basis for classifying their educational background for the feasible analysis.

Questionnaires were administered to respondents with the help of research assistants as well as some lecturers within the selected colleges. The subjects were instructed to fill the questionnaires and return within the prescribed period and in such a way that the effect of non-respondent cases would be controlled.

Since the study involves establishing a difference among the variables, the data were collected organized and analyzed using of Analysis of variance.

### **RESULTS**

Ho<sub>1</sub>: There is no significant difference in the academic attainment of students due to the parental level of education.

**Table: 1** Analysis of Variance (ANOVA) statistics of Parental level of Education and Academic Attainment of Students

Variations	Sum of squares	f	Mean square	f	Sig
Between groups	3.992	4	.99	1.413	.229
Within Groups	217.180	384	.70		
Total	275.172	388			

The ANOVA (Analyses of Variance) statistics on table 1 above revealed that there is no significant difference of Parental Level of Education on the Academic Attainment of students because the ANOVA

calculated *f* ratio value of 1.413 is less than the critical *f* value of 2.60; while the calculated sig. value of .229 is greater than the 0.05 level of tolerance confirming that there is no significant difference.



The analyses also revealed that the mean academic attainment of 3.3727, 3.6220, 3.5088, 3.5417 and 3.5610 for the parental level of education of University Degree and above, Post-Sec e.g. Diploma / NCE, Secondary School Certificate, Primary School Certificate and Non-formal Education respectively further confirmed that there is no significant difference in the students' academic attainment on account of their parental level of education.

Consequently, the null hypothesis which states that there is no significant difference among the students' academic attainment on account of their parental level of education, is hereby retained.

#### DISCUSSION

The results of this study revealed that the parental level of education had no significant difference with the academic attainment of students. It is important therefore to note that the democratic homes are usually considered stimulating and children from such homes are generally found to accelerate in intellectual development, they further said that as a rule, children are curious, searching and highly motivated for academic task. On the hand, Gottfried (1991) carried out a study on parenting style and its relation with academic performance. The results showed that authoritative parents tend to be more involved in their children's activities and helping with homework. The more parents are involved in their children's education, the better the children performance in school. The findings suggest that a mediated effect of parenting style on academic performance through parental involvement. In a different study by Jarrett (1995), it was discovered that parenting that is strict and directive, with clear rules and consequences combined with high levels of warmth and emotional support, is associated with high academic performances.

The findings of this study are not incongruence with the findings of Alokun, Osakinle and Onijingin (2014) whose finding revealed that there is a significant difference between the academic performance of students from parents who are highly educated and students from parents who are not highly educated. The probable explanation is that parents with a high level of education and who know the importance of education would provide their children with necessary learning facilities and also assist their children with school work. Well educated people usually have small families. A parent with a small family will not only find it easy to provide for the physical needs of the child but will also be in a position to give him/her attention, encouragement, stimulation and support with his/her school work.

It is therefore important to observe that the level of parental education may not necessarily influence the performance of students as the case may be in the Colleges of Education. However, the level of individual motivation needs and interest as well as the extent to which students value the programme being pursued. It is worth noting that some students in Colleges of Education have already attained the level of parenthood, thus, intrinsic motivation plays a significant role in this case.

Parents in general play role in the educational performance of their children especially in the provision of support for their children. It is very important to note that this study could not establish any difference in the performance of students; thus, the situation might not be unconnected to the nature and level of students being used for this study.

#### CONCLUSION

Participation of parents in the education of their children will significantly influence the areas guidance counselling and provision of basic materials needed for



learning. In a nutshell, parental moral and financial support for their children at all levels will also significantly help in establishing sustainable peace in the country. Therefore, the onus of maintaining optimal peace does not solely rest on government through law enforcement agents but parents and teachers, as well as other stakeholders, have a substantial role to play in this regard.

### RECOMMENDATIONS

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

1. Parents need to be sensitized towards contributing to the education of their children through encouragement, guidance counselling and provision of learning facilities at all levels of learning
2. The government at all levels should create an awareness campaign on the need for the parents to support their children towards acquiring basic knowledge, skills, attitudes and values to instil patriotism among our youth.
3. Schools should be implored to establish the Parents Teachers Association (PTA) to create an avenue for discussing important aspects regarding teaching and learning with parents at meetings.
4. Parents without academic qualification should be encouraged to go to school, in a bid to improve their knowledge to understand various strategies of assisting their children in improving their children's academic performance.

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