THE EFFECT OF FAMILY INTERACTIONAL PATTERNS ON ACADEMIC ACHIEVEMENT OF SECONDARYSCHOOL STUDENTS

BY

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DECLARATION

I hereby declare that this thesis has been produced by me. Its topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

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CERTIFICATION

This thesis report entitled "The effect of family interactional patterns on academic achievement of secondary school students by Fadahunsi Segun Dickson, meets the regulations governing the award of the degree of Master of Education (M.Ed) Guidance and Counselling of Ahmadu Bello University and is approved for its contribution to knowledge and Literary presentation.

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DEDICATION

This work is dedicated to my wife Adeola Folake and my children Bolaji, Oluwole, Bisola, Jesu-Layomi for their co-operation and love throughout the period of my studies.

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ABSTRACT

This investigation is on the effect of family interactional patterns on academic achievement of Ahmadu Bello University Demonstration Secondary School Students.

The four null hypotheses stated for the investigation reflects the research problems outlined above. Two instruments, an intra-family questionnaire and students' academic score were used for collecting the required data. The data collected from 290 students randomly selected based on the guideline provided by Krejcie and Morgan (1970) for determining sample size for research activities$_0$

The hypotheses were tested using statistical procedures which include t-test and one-way analysis of variance. The probability level of accepting or rejecting of the hypotheses was set at 005 and the findings were as follows:

1. There was no significant difference between the academic achievement of the children from rich homes and those from poor homes .

2. There was no significant difference between the academic achievement of children whose parents are literate and those whose parents are non-literate.

3. Family interactions had significant effect on academic achievement of the children.

4. The number of children in the family had no significant effect on academic achievement.

Based on these findings, recommendationswere made as regards ways of improving the academic achievement of students in secondary schools,,

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DEFINITION OF TERMS
AND ABBREVIATIONS

The meaning of the term used in the study are only limited to the study alone.

They include the followings:

Family: Large kinship grouping ranging from nuclear unit to systematically extended families groups that carries many of the standard aspects of family life.

Nuclear family: Family type that constitutes only the father, mother and the unmarried children.

Rich homes: This represents any home characterised by being stable, having at least one literate parent. Such homes should be small in size, i.e. average of 2-4 children and should have facilities such as television set, radio set, car, reading books and games facilities.

Poor homes: This describes homes highly lacking in standards, such as low literacy level, large number of family, such homes lack facilities such as Television set, Radio set, Car, Reading books and games facilities.

Academic Achievement: This refers to the ability the child displays in the subjects on which he is tested. The performance are graded for the sake of comparison.

ABBREVIATIONS

S E S = Socio-Economic Status

M R = Manifest Rejection

P U N = Punishment Index

J P = Judgement of Punishment

A - R = Acceptance - Rejection

C T M M = California Test of Mental Maturity.

CHAPTER ONE

1.0. INTRODUCTION

Observation indicated that over the years parents play a vital role in influencing the educational attainment of their wards. And this extensive interest in parent-child relationship upon the personality development of the child must have likely arisen as a result of psychotherapeutic work with adults and clinical studies of families. It is therefore possible to expect that the parent-child relationship should be of crucial importance. This is so because an individual experienced himself as self from the particular standpoints of other individual members of the same group to which he belongs.

The most extensive social interactions of the child during crucial developmental stages occur with the family members, especially with the mother. The mother-child relationship has been of great importance in personality development. No doubt the importance of maternal attitudes to the development of the child is generally been accepted among all cultures. Betterlheim (1952), pointed out that physical, intellectual and social developments are usually retarded when children are deprived of nurture and

maternal care.

Throughout the child's rearing years, the challenge for the family unit as a whole involves each individual meeting his or her own personal development tasks, while being supportive of others in meeting their needs. During this period of growth, the developmental interaction between parents and children assists the individuals in the family to achive the tasks that are unique to each of them. Parents could assist their children in meeting the demands and challenges of their progress though psychosocial stages development as outlined by (Erickson 1950).

There are many factors attributable to family interactions as a whole, and each of them has a role to play in the educational achievement of the child. The family home environment as a social unit, therefore, assumes an important dimension in contemporary education of a child. For example, Fraser (1959) is of the view that intelligent behaviour is:

> Partly an acquired characteristic; the organism from the earliest stage reacts to its environment, and learns from these reactions; and the efficiency of the learning process will depend on:
>
> a) the level of innate potential, and
>
> b) the amount of quality of stimulation which the environment provides. If either is restricted or inadequate, it will set a limit to the level of efficiency which the organism can attain and if the environment is one sided, then learning will be one sided too. p.2.

Fraser (1959) also opined that "poverty of home stimulation at an early age results in stunting of the learning process which is irretrievable, and which cannot be compensated by a later enrichment of the environment."

Carlson (1965) citing Dewey (1938) described learning as "being dependent on experience, and experience as the interaction between the organism and the environment."

By the same token, Rutter et al (1979), citing Rutter and Madge (1976), observed that in considering the importance of the home, and school, "all studies which compared the two have clearly shown that for almost all measures of scholarstic attainment, the difference between schools accounted for less of the variance than did, features of the family or home." They also cited the Plowden report of (1967) as concluding that "home influence far outweighed those of the school."

The above emphasize the importance of the family home environment to the development of a child's mental capabilities. The role which the family plays at the early stages of a child's mental development has also been stressed by Balimba (1979); and Douglass (1967).

Several different attempts have been made by researchers to identify the functional elements in this family home relationships. Some have the relationship

to such variables as educational, occupational attainment of the family, while others to the family variables such as family size. Yet, others have sought explanation for differential performance among children in socio-economic status characteristics, and while others favour behavioural genetic interpretations

Parent seldom realise how much learning can go on at home around the daily activities therein. As Okeke (1983) rightly puts it, "the home interactions offers profitable opportunities for learning and such knowledge, skills, and attitudes generated around such activities of relationship are familiar with children and which can easily be transferred to school. Several home based activities can reinforce learning activities.

Naturally, it is to be expected that in the families, the way individual lives with one another will differ from home to home. This is more so because the environment from which individuals come are not identical, and because this is so there is likely to be differences in their living and their achievement. It is against this background therefore that the present study sets out to investigate family interactional patterns among students of Ahmadu Bello University Demonstration Secondary School with a view to highlighting the implications for counselling.

1.1. STATEMENT OF THE PROBLEM

The study of parent-child interactions is rapidly taking a position of importance, not only in schools and colleges, but also as a part of the educational activities of the press, of parent-teacher associations, of women's clubs, child guidance clinics, and of groups of others organised for the particular purpose of such study. Consequently, there has been an increase in studies of interactions between parents and their children at different levels. This is so because it is being felt that the home and interactions in it contribute to a considerable extent to the progress of children at school and even adjustment in the larger society.

Report from this field continue to emphasize the importance of the inter-play of personalities within the family group as producing children either as achievers or under achievers. Stanley (1930), states that:

> It is probable that the most fundamental human values in family life are the product of the interaction of personalities within the family. The physical environment, the attitudes and practices, the cultural background, and the social status of the family undoubtedly play a part in aiding or deterring the development of the individuals in a family. p.135.

There is much widespread impression among people all over the world that much of a person's success in life

depends on his early childhood experience. It is therefore accepted and recognised that attitudes and practices of parents are probably the most important factors in the experience of the early period of each individual's life. The thinking is that a condusive home environment will produce children who have peace with themselves, others and the environment. Conversely, children from homes where interpersonal relationships between parents and children, between parents and among siblings have been characterised by tension and lack of cordiality will be maladjusted.

The above links the impact of the family and family interactions on children. This does not end at the personal-social level. It goes to the level of achievement, especially academic attainment. Therefore, the importance of family relationships on the measured ability and attainment of school children is the subject of this study.

1.2. OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

1. To investigate whether or not family socio-economic status has effect upon children's school achievement.

2. To find out whether or not parents' education affect children's school achievement.
3. To investigate the extent to which parent-child relationships affect children's academic achievement.
4. To determine whether or not the number of children in the family has effect on children's academic achievement.

1.3. SIGNIFICANCE OF THE STUDY

This study is important because it intends to stimulate research interest in the area of family-interactions in order to guide educational planning in those aesthetic aspects of students family-relationships as a means of achieving more meaningful solutions to educational problems.

The findings would be useful to teachers, parents, guidance workers and educationists on what roles they have to play to complement the students' effort towards achieving better performance. This, it is expected, would make them productive citizens of their individual families and communities.

It is hoped that the study will help in establishing why some students do well and why others do not, and the likely reasons for it. Given the

continuous nature of research, this study may be seen as a stepping stone to other similarly oriented study.

1.4. HYPOTHESES

1. There is no significant difference between the academic achievement of children from rich homes and those from poor homes.

2. There is no significant difference between the academic achievement of children whose parents are literate and those whose parents are non-literate.

3. Family interactions has no significant effect on children academic achievement.

4. The number of children in the family has no significant effect on academic achievement.

1.4. DELIMINATION OF THE STUDY

This study is concerned with finding out the effect of family-child interactional patterns on children's academic achievement. It also intends to explore the evidence of relationship between certain attitude and practices of parents and the responses of their children.

In addition, the study will examine literate and non-literate parents patters of interaction and their effects on the children's academic achievement as well as factors of home environment that contribute to children's educational attainment.

The study is delimited only to Ahmadu Bello University Demonstration Secondary School. Although the conclusions reached apply essentially to the population of the study, they can also apply to population of similar status elsewhere. This is predicated on the fact that Ahmadu Bello University Demonstration Secondary School is co-educational and draws its population from boys and girls with diverse family backgrounds.

CHAPTER TWO

2.0. REVIEW OF RELATED LITERATURE

2.1. Introduction

It is known to teachers for quite a long time now that the influence of parents' on individual pupil's life is immense. Dale and Grifith (1965) observed that parents' attitude, interest and practices contribute to the child's performance. Warm intimate relationship promotes the growth of emotional attachment. Intimate personal interaction between the child and his adult attachment figure provide the child with sensory stimulation. Gasler (1968), observed that the degree of sensory stimulation with the child is provided which determines the level of the child's intelligence. In support of this claim, Wiseman (1966), reported that the quality of maternal care was particularly important among the factors affecting children's school performance.

Parents have always had this function of teaching their children the skills and knowledge that they will need to function as effective adults in society. Parents have the duty of preparing children for their future. And with the rapidly changing nature of the world, how does a parent know that his child needs to be an effective adult.

The competent parent of today is one who develops a variety of approaches for guiding children. Although there are a number of strategies for child rearing, each usually focusses on fostering the emotional needs of both parents and children.

Johnson and Medinnus (1974)) describe the relationship between parents and children as an emotionally charged one. Conscientious parents are aware of their role in socializing their child. They are usually acutely aware that society expects them to do as good job as possible in raising their children* Folklore about parentinq would lead us to believe that the result of being a "good" patent, is the production of a "good" child who grows up to be a "good" adult* In addition, a child serves as a mirror of his or her parents, reflecting the parents own childhood and unresolved conflict from the past, their parent needs and aspiration, and their immorality in the future.

Several other studies have been conducted to find a relationship among interaction-promoting home environments, intelligence and academic achievement. Morrow and Wil^{s}on (1961)j in their investigation found that affectionate and trusting parents produced children who are high achievers at schoolo They concluded that supportive home environments fostered positive attitudes towards school and intellectual activities. On the other hand, Hurley (1965) and Bayley (1968), found that parental rejection adversely affected children's

intelligence and academic performance.

These findings emphasize that before a child could perform well in intellectual tasks, he must be emotionally stable and must enjoy supportive family relations.

Studies by Adorno et al., (1950) Behrens (1950) have however shown that if a parent is seriously maladjusted (neurotic, for example) it is this pervading atmosphere and approach to life that is communicated to the child by the parents. The idea is that what parents are and feel about themselves and their role may have great bearing on the child.

Parent seldom realise how much teaching and learning can go on at home around the daily interactions. Okeke (1983) has rightly put, "the home offers profitable opportunities for learning as such knowledge, skill and attitudes generated and nurtured in the home around those family activities can easily be transferred to school. Several home based actions can reinforce learning.

It is because of this background that the researcher chose to explore the effect of family interaction patterns on the school achivement of students of Ahmadu Bello University Demonstration Secondary School.

2.2. Theories on Parenthood

There are substantial research findings (Driekurs, et al. 1963, Driekurs, 1958) which represent a strategy of parenting based on a number of assumptions.

1. Behaviour is purposive or caused; it does not merely happen.
2. It is necessary to understand behaviour in its social content.
3. Goals of behaviours explain actions.
4. To understand a child's behaviour, one needs to understand the child's interpretation of the events he experienced.
5. Belonging to social groups is a basic need of people, both young and old.
6. People, including children, develop a life plan that guide their behavioural decisions even though these decisions may be based on faulty assumptions.

These assumptions according to Driekurs (1958) should form the basis for the manner that should guide a parent's intereactions with a child. The starting point for developing an effective, loving relationship with a child is for the adult to learn the impact of the family unit in shaping a child's emerging pattern of behaviour.

The life plan, that is the consistent pattern of decision making that guide behaviour, is encouraged

and developed first within the family. The life plan is based on decision about behaviour that related to how goals are reached. It is a plan of behaviour that a child discovers to be effective in solving particular problems. As children grow older, logic is developed to justify actions constituting the life plan.

Driekurs (1958), believe that there are four basic goal of behaviour that occur from flaws in the logic of the life plan. These include:

1. Attention getting that that is either positive or negative and makes others to notice the child.
2. Social power that the child uses to control others by doing what he or she wants and refusing to co-operate with others.
3. Revenge that is antagonistic behaviour by which a child makes a niche in a group by making others hate him.
4. Displaying inadequacy, in which failure in all endeavours is expected and is used by the child to escape participating with others.

According to Driekurs (1958), a child's order of birth and positions among siblings act to shape the life plan that is adopted. Competition for parent's attention, alliances that emerge between siblings, and different parental expectations for behaviour among siblings account for differences in life plans and personalities of

children from the same family. The first born child, for example, may learn to adopt behaviour patterns that work toward the goal of power or power with revenge first in interaction with siblings and parents and later with those from outside the family group. Being the oldest child carries responsibilities and higher behaviour expectations from parents. Competition for parental attention and affection may be intense with the next child, who is seen as an adversary ursurping the former position of the first born in receiving the majority of attention from parents.

The second child is made to feel inferior to the older through their interactions. The older child makes the younger child feel that he has to catch up with or be better than the older sibling (Driekurs 1958). This child may learn patterns of behaviour that display inadequacy in interaction with others. The middle child may learn power-oriented or attention getting styles of behaviour to make himself noticed among the other siblings. The baby of the family may learn patterns that enhance getting attention or that display inadequacy.

Driekurs' (1958) approach also includes a particular method of child training that features teaching the child the logical consequences of his behaviour. The democratic aspects of his philosophy of guidance emphasizes the equality of all family members in working together for the efficient functioning of the group. Social

groups function well when the individual understand and follow rules that govern the behaviour of all.

When parents use logical consequences to teach the effect or results of behaviour, according to Driekurs (1958), children quickly learn to control and take greater responsibility for their actions. It takes courage to allow a child to learn, sometimes quite harshly, the effects of his behaviour on himself and on others. By experiencing the consequences of his behaviour, a child learn to conform to expected standards that ensure fairness to, and success of, all family members.

2.2. Mothering Role

The mothering role is a conspicuous role in our society. For years, motherhood stood as the ultimate proof of a woman's feminity and the core of adult life. Her identity as a person and the reason for her existence were equated with her role as a mother. The division of labour within the family increasingly emphasized the woman's responsibilities in child rearing over the years.

Duvall (1946) stated that mother continues in many families to be the primary agent in carrying out the expressive role with her children. The expressive qualities of mothering can be seen in the concepts used to describe a "good" mother. A good mother is one who

doesn't spank children; she cooks food, she is happy; she helps her little ones, she gives kisses; and take care of children. While a bad mother is described as one who jits, doesn't kiss children, and doesn't straighten the house.

LeMasters (1974) feels that wife - mother role is characterised not only by its dual nature but also by its expansion into a multitude of different but related sub-roles. Women's roles today are not simply confined to child care or help relationship only. The role extends into areas that were once the responsibility of the husband - father role. Mothers have become more involved in the management of the home, including supervising family budgets, performing maintenance work and shopping for major family purchases. Mother maintain the communications between the family and the schools, the church, and other community groups. The most noticeable addition to the mother - wife role today, however, is that of being a wage-earner.

2.2.2. Fathering Role

The past decade has seen an increase in the discovering of the contribution of fathering to child development. The fathering role has been taken for granted, ignored or simply misunderstood. The role is seen as the weak link in the family organisation as compared with the mothering role.

Kleinberg (1954) states that the father's duties in family life were imposed on the male as the price for having sexual rights on the adult female. Fatherhood is a social invention, implying that the family group has to find some reason to keep the father within the family. A social role was invented that made him responsible for providing protection, shelter, food, and support for the family.

Bensons (1968) agreed that fatherhood was an important social invention in the evolution of the organisation of the human family. His discussion emphasizes the orgins of the instrumental qualities associated with the fatherhood. These include providing economic support, exercising greater social power by virtue of strength, and providing security and protection.

The study by Schvanereldt and his colleagues (1970) reports of preschool children's perceptions of "goodness" and "badness" in the fathering role. The children's concept of a good father was a man who did good things for children and physically showed his affection with hugs and kisses. A good father played with children, read to them stories and sang songs for them. Another prominent feature of a good father was that he "worked".

A bad father was seen as the opposite of a good father. The bad father was one who wasn't nice or one who left the mother and the children, who smoked, and who read newspapers always. The discipline issue was

part of the concept of a bad father, as he sent children to bed and used physical punishment. Most unexpected, a bad father was seen also as someone who allowed children to misbehave and did not discipline them.

2.3. Family Variables

A number of family constellation variables have been studied as possible influences on various aspects of interaction within the family context. The variables to be considered in this study include birth order, family size, the spacing interval between children, the sex of siblings.

2.3.1. Birth Order

Possibly, this persistent interest results from intuition that siblings within a family may be treated differentially as a function of ordinal position within a family, as Bradley (1968) has suggested. From his extensive review, he concluded that it has been quite firmly established that first-born children are more represented in college population than others borns and that in graduate and professional schools, the representation is even greater. He, however, noted that the reasons for this have not been clearly established.

But Schooler (1972) suggested that consistent finding shows that first borns are over represented in the college population and among the intellectual eminent. For example, affluent families tend to have fewer offspring than families of lower socioeconomic status. Moreoever one's chances of being firstborn are greater in small families than the large ones, and with greater resources at their disposal, more affluent families are more likely than lower socioeconomic status familes to send their offspring to college.

Schooler (1972), demonstrated that when family size and father's education is controlled, differences in college attendance and performance among the various birth ranks vanish. Therefore, the most explanation for the disproportionately high representation of firstborns among the ranks of those who had displayed distinguished intellectual or occupational accomplishment involves social class differences in family size. However, Schooler's conclusions have been challenged by Breland, cited in Cicerelli (1978) with evidence showing birth order effects in studies in which socioeconomic status were controlled. The relationship between birth order and intellectual attainment have been found with considerable degree of associations.

However, whatever side one takes, it seems fair to say that findings on the relationship between birth order and attainment have been inconsistent and that most of

this body of research has not been well grounded in theory.

2.3.2. Family Size

Birth order has attracted major attention, but it is obviously not the only family structure variable that might claim a systematic relationship to intellectual development. Family size has been subjected to close examination.

There is a substantial body of evidence from studies that family size is inversely related to intellectual performance scores. One of these studies Henderson (1966), employed a socioeconomically homogenous sample of low income Mexican - American families in a South Western City of the United States. A highly significant difference in family size distinguished between the families of children who scored either low or high on both a verbal and nonverbal 1 Q measure. The families of the high and low scoring children did not differ in other structural variables such as the presence of extended family structure, marital stability, or presence - absence of fathers in the homes.

A minority of studies by McCall and Johnson (1972), did not support the existence of relationship between family size and academic attainment. But most of the evidences

does show an inverse relationship between family size and intellectual performance.

These results, however, could be misleading since lower socioeconomic status families tend to be larger than the middle class families, and socioeconomic status has a positive and reliable relationship to I.Q and academic achievement.

2.3.3. Sibling Sex and Spacing

Family structure variables such as ordinal position, family size, and the spacing of siblings may appear to be simple, straight forward variables, but complexity derives from the fact that ordinal position is mediated by the sex of the children involved (Koch 1954).

In a study of two-child families, Koch (1954) found that small spacing between children had a facilitative effect on the development of feminine characteristics for girls, while spacing of 4-6 years was more advantageous for boys. Roseberg and Smith (1969) were interested in determining whether this spacing pattern would be conducive to cognitive development as well. They found that the sex of siblings was not related to cognitive scores for males, but spacing did have an effect on secondborn boys. The larger the spacing was between second born males and the older siblings, the smaller was the negative effect on their cognitive development.

The picture for females was quite different, for them, smaller spacing was a favourable condition for higher scores, and girls without sisters did not score as well as those who did have sisters. For girls the most favourable condition for cognitive development seemed to have an older sister close in age. Although the findings were complex, the general patter was such that larger spacing was favourable for boys, while closer spacing seemed to facilitate cognitive development in girls.

2.3.4. Socio-economic Status

Research has consistently shown that socio-economic status accounts for somewhere between 6 and 25 percent of the variance in I.Q. and academic achievement measures (Lavin 1965).

Among the life style variables summarized by measures of socio-economic status are: neighbourhood of residence, value on education, proportion of income spent for food, housing, entertainment, typical leisure time activities, amount of reading done and nature of reading matter and as well as child rearing practices (Lavin 1965).

A number of studies have shown that socio-economic status is related to parental values and expectations parents have on their children, Kohn (1969), found in a survey of the kind of qualities that parents are

expected to have that middle class fathers puts much premium on behaving responsibly, being considerate of other, and being interested in "how and why", whereas lower class fathers though that greater importance would be attached to good manners. In general, middle class parents want their children to learn to solve problems.

Aboh (1974) surveys the relationship between family social factors with academic performance of secondary III students. Her observation was that students from emotionally well adjusted families perform better than those from psychologically disturbed families. Psychological disturbance is more frequently observed among the lower income families having many other survival problems of day-to-day life to cope with.

Eysenck (1969) examined students' achievements correlation with two socio-economic variables, education level of parents and father's occupation. The results showed that the relationship of both socio-economic status variables were significant at 5% level.

In the study carried out by Lloyd et al (1974), they commented that children from high socio-economic status background had more opportunities to go to college than those from low socio-economic status.

James (1961), in his work "concept of Equality of education opportunity" emphasized that the responsibility to create achievement lies with the institutions. He refers to the American public and private schools, where

the private schools were reserved for the upper class children with amenities and educational opportunities. The message is that children from upper socio-economic homes usually go to private or selected schools.

The cognitive development of children is influenced more by the intellectual quality of the home. Middle class parents spend a greater time with their children in verbal interaction, listening and encouraging them in their daily encounters than lower economic class. Havinghurst and Davis (1967) observed that the way in which middle class mothers interact with their children is great.

2.4. Scholastic Achievement

There are no "theories of achievement as such although there are various description of the concept. Anastasi (1976) described it as "the effects of learning that occur under partially known and controlled conditions." It may include the individual's status on the completion of a training.

Maehr (1974) describes achievement as some type of performance. He argued that something measurable has to be accomplished. Whether as a measure of the effects of training, learning, or accomplishment in particular school subjects, some standard of excellence must apply to the situation before it could properly

be called achievement. The important thing is that the quality of performance can be evaluated whether in terms of individual's own accomplishments or in terms of group norms. Maehr (1974) summarises achievement as

> a measurable change in behaviour attributed to a person as the casual agent that is or can be evaluated in terms of a standard of excellence and that typically involves some uncertainty as to the outcome or quality of accomplishment p.4.

In other words, an activity whose outcome can be predicted cannot be an achievement but merely habitual. Among the several factors affecting achievement, intelligence and personality dimensions tend to be most important.

2.5. Parent-child Attachment and Intellectual Growth

Developmental psychologists (Ainsworth, 1963; Robertson, 1968; Rutter, 1972) generally agreed that a warm, nuturant, stress-free environment and responsive interactions between the child and the person to whom he is attached are important for the maintenance of emotional attachment. Sensory stimulation which results from these interactions are in turn crucial to development of the child's intelligence. When a child experiences a privation of stimulation or inadequate range of negative environmental experiences, his

cognitive growth may be impaired.

In an investigation into the effects of deprivation of love on the intellectual growth of children reared in their natural homes, Hurley (1965) administered a postal questionnaire on the parents of third graders in a rural New York County to react independently to separate copies of a series of items dealing with child-rearing practices. The questionnaire was called the Manifest Rejection (MR). Two separate measures of parent's tendency to punish children were obtained from each parent through individual pre-coded interview of about half hour duration. One of the measures was called the punishment index (PUN), the other was on judgement of punishment (JP). These three instrument were used to measure parental acceptance - rejection (A-R). The California Test of Mental Maturity (CTMM) administered to the third graders in their classrooms was used for measures of intellectual performance. Hurley used data from 128 familes who returned their questionnaire. The findings show that children intelligence was enhanced by parental acceptance and diminished by parental rejection especially during early school years. This finding implies that parental rejection negatively influences intellectual performance and that punitive, coercive and repressive interpersonal experiences have intellectually impoverishing influence upon children.

Bayley (1968) has reported the results of an investigation he conducted as to the relationship between the type of interactions with their mothers which children experienced in childhood and their intelligence. Earlier, Bayley and Schaefer (1964) had shown the behaviours of mothers towards their children from birth to eighteen years to correlate with their children's intellectual performance. A variety of mental and physical measures and tests has earlier been given to the children when they were between ten months and three years. They were also rated on a number of behaviour which were used to measure the quality of mother-child interactions. The result supported Baley and Schaefer's (1964) earlier finding of a positive relationship between maternal love and the adolescent's intellectual growth. The findings emphasize the importance of favourable emotional climate of both parents and children to intelligence.

2.6. Family Background and Academic Achievement

The specific type of treatment a child is given in early childhood affects the type of personality he develops later. Empirical studies have shown that there is a relationship between family setting and intelligence (Milner 1953). This finding emphsizes that the social influences and condition surrounding the parents affect their child rearing. And these child rearing practices

in turn affect personality development of the children reared in such circumstances.

Bolarin (1977) investigated home background factors and its relationship to academic success among students and how patterns of child behaviour in the home have a direct carry-over to the school. Holding ethnic groups constant, children from similar social background tend to have common learning problems.

In an investigation conducted by Onyabe (1977) at Funtua in Katsina State, he found that family size is negatively associated with achievement in Nigeria school children. He also found that children whose parents are farmers, unskilled laborers or petty craftsmen experienced less academic success than children of big businessmen and professional parents.

Similarly, Unoh (1968) argued that a child from upper or middle class parents or from enlightened and educated family more culturally stimulating environment than those who comes from lower class family. He further stated, however, that some students with complete illiterate background have achieved academic distinction while others with enlightened background have failed to do so. He attributed the achievement to certain innate qualities like high level of intelligence, great determination and personal industry which have compensated for their unstimulating background. He add that it is great help to the children who have educated parents or relations at home that can check their school work regularly and explain it in greater detail than the school did.

He concluded by saying that culturally stimulating home environment can help a child to develop the right kind of attitude throughout his school career.

Balimba (1979) conducted an empirical study in Cameroon. She investigated home background factors and its relationship to school success of Form five to six secondary grammar schools, out of 24 such in Anglophone Cameroon. Information about the students home were obtained. For the entire samples considered, analysis of data failed to show any significant relationship between home background factors and achievement.

Frasser (1959) conducted an investigation on to the relationship existing beyond that which can be attributed to intelligence, between factors in the home environment of the child and his progress or school. The sample drawn consisted of a representative group of 427 Aberden school children, aged between $12\frac{1}{2}$ and $13\frac{1}{2}$. From the outset of the study, the information available about the children include the results of two intelligence tests and one English attainment test, all were Memory House test. Personal visit to the home of each child was undertaken so to assess the home environment. The cultural, material or economic and emotional aspects, constitute the four distinguishable aspects of the home. These gave

in all, eleven items studied. Performance at school was assessed using examination scores which had been standardised, so as to correct the variation that might exist between schools, for a particular school, for variationtion between classes. The joint effect of the home background taking into account the interrelationship between all items by means of multiple correlations, was studied. It was observed that factors in the home were more closely correlated with school progress than with intelligence, and the difference between the correlation was highly significant.

In another study, Carlson (1968) investigated the relationship between the home of a child and academic achievement. He emphasised that research should not attempt to delimit the percentages of one's development attributed to particular environment, but rather to explore the general relationship of the individuals development and maturities with certain environmental factors. This is an important observation. It stressed the need for more specific studies into home background factors and their relationship to growth development. According to Carlson, it is useful approach because it looks upon the relationship of the individual to his environment as dynamic. He consider it as an inter-section C, of two sets A and B. A being the individual physiologic

attributes, B - his environment. Inter-relationship of a and B results in a unique individual C. This suggests that the role, possibly played by heredity and genetics generally, in an individual's development, should not be over-looked. Specific researches are needed to establish the relationship between heredity or qenstics generally, and variables like academic achievement say in areas of subjects. He went on to show the effects of environment on factors such as intelligence. Using co-twins to control for heredity, identical twin recored apart correlated 0.67 to 0.84 as compared. He ended the investigation by concluding that, "similar hereditary make up, when accompanied by similar environments (at least in the home) does correlate very highly with intelligence." This revelation like any others, strengthens the ideas that home environment is related to factors like intelligence and academic achievement.

Schiefelbein Farnel (1973) in his empirical studies in Chile studied children of primary school and secondary school and he sought to know the variables affecting academic achievement of pupils and students. Family home environment were included as the independent variables and the result showed that the relationship were significant for such variables as:

a) Education of student's parents.

b) Family consumption.

c) Father's occupational status.

d) Number of contacts made by the family with 'educated model' figures, and the strong combined influence of parental socio-economic status and the individual's own expectations.

Okeke (1983) pointed out that the home background of a child had pervasive influence on the development of the child's affection behaviour. He further asserted that parents, siblings, peers, and other persons and situations with whom the child comes into frequent contact particularly at the formative stages of children form a major source of the origin and development of attitudes towards self, persons and learning. Mussan et al. (1967) also made similar assertions that by the time the child enters school, he already acquired both desirable and undesirable attitudes from home.

Bernstein (1958) investigated the home family background of the working class children as affecting their verbal ability. He had two groups of working class namely Middle-class and lower class. He discovered that a middle-class child was capable of responging to manipulating and understanding a public language, as well as language that is structured to mediate relatively explicity individualized qualification.

Whereas lower class child was limited to public language. Douglas (1967) carried out a longitudinal study on the influence of social variables on attainment. They concluded that home environmental factors greatly influence educational attainment.

2.7. Family Relations and Scholastic Achievement

An investigation to find out the relationship between parental behavioural relationships and school success was conducted by Morrow and Wilson (1961) who used forty-eight high school boys of superior intelligence as their subjects. The family relations of those obtaining high grades were compared with those scoring poor grades. The groups were equated for intelligence (IQ) grades in school and socio-economic status (SES). The main measuring instrument was a questionnaire containing sixteen items. Each item had a six point scale on which each subject was asked to rate his family sociological data and score a check-list on parental goals for the student. Attitude scale data were also obtained on variables which Morrow and Wilson (1961) had earlier hypothesised would mediate the influence of family morale and student achievement. They had earlier hypothesized that family relationship of high achievers would be characterised by more emotionally supportive home environments, greater family sharing in

recreation, decision making and greater mutual parent-child affection, acceptance, trust, and approval. They further hypothesize that supportive home environment would be associated with student attitude toward teachers, school, and intellectual activities as representing the adult world of parents, and that each of these mediating attitude variables would be associated with school achievement.

The results showed that bright high achievers reported their parent's as engaging in more sharing of activities, ideas and confidences. The parents were also more approving and trusting, more affectionate and encouraging as regards achievement. These results supported the hypothesis that family moral fosters academic achievement among bright high school boys by fostering positive attitudes toward teachers and toward school and interest in intellectual activities. It seems reasonable to infer from this study that supportive home environments, parent-child affection, approval, acceptance and trust are positively correlated with attainment. It implies that children who maintain healthy emotional interactions with their parents should be better learners than those experiencing disruption in their relationships.

Workers in the fields of parent education, sociology, child development, and clinical psychology have investigated the effects upon children of various factors dealing with the adequacy of the home relationships. Slawsoon (1926) found that the separation of parents,

or death of either one, and the presence of step-mothers are associated with poor performance in school.

Burt (1929) found that nearly 60% of the deficient children in his study had defective home membership, that is, the presence of a foster parent. Separation of parents. He states:

> inquiring into the domestic circumstances of case after case, the investigator cannot fail to be struck with the marked recurrence of one suggestive item, the presence of a foster parent. The foster parent is, in most instances, a stepfather, a stepmother, or some guidian or recipient related by matrimony or blood. Finally it is surprising to notice how, again and again, the deliquent is the one associated with these homes. p.42.

In a study carried out by Burgess (1973) on family relationships and the effect on the personality development of children. Schedules were obtained from more than 8,000 school children. The results of the study show that those family relationships which seem to have a marked effect upon personality development of children. Those where the relationship is moderate, and positive relationship. He concluded that among the type of family relationships most closely associated with good personality development are the following:

a) parent not criticized.
b) father seldom if ever nervous.
c) mother seldom if ever nervous.

d) father confident of their joys and sorrows.

e) mother confident of their joys and sorrows.

f) parents equal in affection.

g) neither parent ill during the year.

h) child not often punished by parents.

i) teeth brushed daily.

j) food adequately provided.

Included among types of family relationships showing moderate degree of association with personality development are:

a) children's attendance at movies with parents.

b) socio-economic status adequate.

c) frequently kissing mother.

d) children without superstition.

e) fact showing small definite association.

f) father's recreation adequate.

g) father's occupation.

h) father's education.

i) mother's education.

j) mother's membership in a number of different clubs.

k) mother not employed outside the home.

l) number of rooms per person in the family.

m) child's order of birth in the family.

n) child's not ill during the year.

Conclusions of significances to family and child suggested in the study are:

a) affection the unique and essential function of the family.

b) confidence in parents essential to good personality development.

c) more effective means of control through alternative choices, appeal to reason, standard self conduct, and interest and family councils rather than formal punishments.

d) psychological unbroken home almost more important than the fact of biological and physical unit.

Ward (1932), who made a study of only one hundred children referred to as a child guidance clinic, found that the most adverse factors in their homes were lack of social contacts, incompatible parents, over-protective parents, serious or prolonged illness of the child, mother working, over-ambitious parents, rejecting parents, economic insufficiency, and poor neighbourhood.

Parental interest in educational attainment is reflected in the kinds of concrete knowledge that they have of their children. This include the specific plans and preparations they have made to ensure that the educational goals they hold for their children can be attained. Peaker (1967) carried out a regression analysis on the national survey. The inquiry showed their variation in parental encouragement and support has more effect than either the variation in home circumstances or the variations in schools. Home

circumstances and their education. The conclusions suggested in the study were that:

i. The specific contributions made by the variation in parental attitudes are greater than those made by variation in home circumstances, while the later in turn are greater than those made by the variations between schools and teachers taken into account.

ii. Only about a quarter of the variation in parental attitudes is conditioned by the variation in circumstances. The remainder may be conditioned to a large extent by communication and persuasion, so that it is reasonable to hope that an attempt to improve the co-operation of parents and teachers by persuasion might attain some success.

iii. Although parental attitudes are largely independent of home circumstances, they are conditioned to them to some extent. For this reason, and also because parental circumstances operate directly, as well as through parental attitudes, on children's progress it is reasonable to hope that the later will improve as circumstances improve.

To conclude, it is useful to look at the postulates of Frank (1971). He argues that the family still exerts a powerful influence on the prospects and capacities for development and life chances of the young. He believes that schools should become effective enough to help individuals develop to their fullest and to further

the cause of social justice by eliminating the influence of "birth" on academic achievement. In the society and school system, the 'good home' is an aid to success, and the parents are ambitious about their children. But, he nevertheless argues, parental interest is more important to children of boderline ability and those that are from the lower class group. He believes also that development of verbal and academic abilities lies in their demanding discipline and that the poor development of those abilities in the children is due to the lack of encouragement given them by their parents. Frank, goes further that "the general tendency for high and middle class children to do better in the school system in England and America has been attributed to, not only differences in parental encouragement, but to social differences in early child rearing practices." The will to achieve, he further believes, has its roots in family circumstances and of particular importance also, is the child's quality of relationship and rate of interaction with his parents.

After a critical look at all the researches and studies discussed above, the researcher felt that it was worth while to find out if the measure were true of Nigerian society.

2.9. Recent Related Work in Nigeria

Aboyade (1979) is of the view that there is very little awareness among the parents that better home environment and more home interaction can enhance the efforts of the inmates, that is, the children at school, to a great extent towards achievement of their school success.

Balimba (1979) concluded in his study that, there is no doubt that a child's level of intelligence I.Q plays an important role in his academic achievement but other factors like the home relations within the family members, type of school the child attends and also the teacher must work hand in hand with the child's intelligence in his school success. He observed that in as much as it is essential to school success, African parents do not interact with their children very much. Children fear to ask question, to do so may symbolise disrespect for elders.

Similarly, Mukherjee and Ninyio (1981) show that the home of a child does foster and shape some attitudes and values which could improve in boosting confidence and desire to success in later life endeavours. The research, like others shows the significance of importance of the home environment and its correlation to success at school.

In a study carried out by Okeke (1983), he reported that the home situations of a child had pervasive influence

on the development of the child's effective behaviour, he asserted that parents, siblings and other persons and situations the child comes into frequent contact with particularly at the formative stages of childhood form a major source of the origin and development of attitudes towards self, persons and learning.

Aboh (1974) surveys the relationship between family social factors and academic performance. She observed that students from emotionally well adjusted families perform better than those from psychologically disturbed families. She noted that psychological disturbances in emotional relationship is more frequently observed among the lower income families who have more other survival needs of life to cope with.

Unoh (1968) shows that a child from an upper or a middle class family or one from an enlightened family has more culturally stimulating environment than one who comes from unenlightened, illiterate background. Although some students with completely illiterate background have achieved great academic distinctions while others with enlightened home have failed to do so, he attributed the achievement to certain innate qualities like high level of intelligence, great determination and personal industry which have compensated for their unstimulating background. He

further said that it is a great help for the children to have educated parents or relations at home who help check their school work regularly and explained their problems. He opined that a culturally stimulating home membership can help a child to develop the right kind of attitude towards his academic career.

2.9. Summary

This chapter examined the importance of favourable family environment for the emotional development of children. It reviewed the argument that warm, intimate relationship promotes intellectual growth. It examined both theoretical and empirical studies supporting this view. The following points which are worth noting can be summarised from the discussions, viz:

i) A healthy interaction between children and parents as opposed to poor interactions will help in the educational attainment of a child.

ii) That the interacting elements are more important than others influencing educational achievements. For most studies, parent's attitude towards the education and future of the child and also the home circumstances are very important in educational attainment.

Research evidence shows that there exists some correlation between home relationships and educational attainment.

CHAPTER THREE

3.0. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter discusses the research design, sample, sampling method and the data collection procedure.

The main objective of this investigation was to establish the relationship between family interactional patterns and its effect on children's performance at school. It also investigated the effect of some selected interactional independent variables such as:

1. Family home environment.
2. Parent's education
3. Socio-economic factor
4. Parental relationships.

This chapter was therefore divided into the following sections.

1. Population and sample procedure.
2. Method of data collection.
3. Administration of questionnaire.
4. Analysis of data.
5. Conclusion.

3.2. POPULATION AND SAMPLING PROCEDURE

The population for the study was the entire students of Ahmadu Bello University Demonstration Secondary School

with a total population of 1,229 students. For the purpose of this study and because of the large size of the population, a randomly selected sample of 290 students was used based on the guideline provided by Krejcie and Morgan (1970) for determining sample size for research activities.

3.3. METHOD OF DATA COLLECTION

The instruments used for the study were questionnaire designed by the researcher and students' academic records.

3.4. QUESTIONNAIRE

The questionnaire used in this investigation to collect data was adapted from the instrument used by Myers T. R. (1935). The present researcher made use of items that have relevance to the Nigerian situation. The development of the questionnaire was based on the following criteria:

i. Factors dealing with the composition of the family group; the presence or absence of one or both parents, the education of parents, the occupational status of the parents, and the number of children in the family.

ii. Factors dealing with the provision of the primary needs of pupils such as the provision of

foods and education; factors dealing with the relationships between parents; the co-operation, friendly, harmonious relationship assumed to be associated with achievement of children and the relationship of conflict, friction associated with poor performance were covered.

iii. Also included were factors dealing with the relationships between children: harmony, co-operation, jealousy among children in the family as well as factors of over-population, discipline, sympathetic understanding of the problem of children and freedom to develop independent personalities.

Part one of the questionnaire consisted of ten items. In this section respondents were requested to give information about the subjects' family background (personal data).

Part two questions on intra-family relationships consisted of 5 sections of 40 items. The responses assigned to the items were: always, most of the time, often, occasionally and never. A respondent was expected to make only one of the five responses for each items.

3.4. ACADEMIC RECORDS

These were scores detailed by respondents in teacher-made tests for the 1991/92 session in the following subjects areas: English Language, Mathematics, Sciences and Fine Arts. The scores were filled-in for the session in the space provided with the help of the class teachers.

3.5. ADMINISTRATION OF QUESTIONNAIRE

The researcher obtained a letter of introduction from the head of section of Guidance and Counselling addressed to the principal of Ahmadu Bello University Demonstration Secondary School. Having presented the letter, the researcher obtained permission to go and administer the questionnaire. The researcher administered the questionnaire to the pupils in person with the assistance of the class teachers. Instructions on how to fill the questionnaire were given to the students. And after the completion, the copies of the questionnaire were collected.

3.6. DATA COLLECTION AND ANALYSIS

The data obtained from the sources mentioned above were statistically analysed using t-test related

sample for the first two hypotheses and one-way analysis of variance (ANOVA) for the last two hypotheses. The techniques were appropriate because it indicated the degree and direction of the relations of the variables. The 0.05 level of statistical significance was chosen for acceptance or rejection of the null-hypotheses.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS

4.1. Introduction

This research investigated the effect of family interactional patterns on academic achievement of secondary school students. It is believed that family interactions and academic achievement are two distinct variables which cannot stand singly to influence each other. While the two variables may relate in between them there are other variables which also have some influence on the degree or type of relationship existing between them. Then, while analysing the relationship between the two variables an attempt was made at finding other influences which might interplay with them.

To achieve the purpose of this study, the data collected were statistically analysed, using the t-test and one-way analysis of variance (ANOVA) statistics. The results of the analysis are presented in this chaper.

4.0 RESULTS

The results of this study are presented in two parts. Part one is on information on age distribution of the respondents, distribution according to sex,

information on family background, respondents' parents educational status, family type and socio-economic status and intra-family relationships. While part two is on the hypotheses.

4.0. Basic information about the family background of the respondents

Table 4.1 : Age Distribution of the Respondents

Age	Respondent	Percentage
9 - 12	53	18.28
13 - 16	79	27.24
17 - 21	158	54.48
Total	290	100

Table 4.1 shows age range distribution of the respondents. Out of 290 respondents, 53 (18.28%) of them were within the range of 9 - 12 years, 79 (27.24%) were within age range of 13 - 16 years, and 158 (54.48%) within age range of 17-21 years.

Table 4.2: Distribution according to sex

Respondent	Responses	Percentage
Male	179	61.72
Female	111	38.28
Total	290	100

Table 4.2: shows that 179 (61.72%) of the respondents were male and while 111 (38.28%) were female.

Table 4.3 : Family background of the Respondents

Responses	Respondents	Percentage
Father	50	17.24
Mother	79	27.24
Both parents	141	48.62
Guardian	20	6.00
Total	290	100

Table 4.3 shows that a total number of 290 pupils responded, out of these 50 (17.24%) lived with their father, 79 (27.24%) lived with their mother. 141 (48.62%) lived with both parents, while 20 (6%) lived with guardian.

Table 4.4 : Number of children in the family

No. of Children	Responses	Percentage
1 - 2	1	0.34
3 - 4	77	26.55
5 - 7	149	51.38
7 above	63	21.72
Total	290	100

Table 4.4 shows that out of the total number of 290 respondents, only 1 respondent had between 1 and 2 children in the family, 77 (26.55%) had between 3 and 4 in their families, 149 (51.38%) had between 5 and 7 children in their families while 63 (21.72%) had 7 and above.

Table 4.5 : Respondent parents' education

Responses	Respondent	Percentage
Literate	244	84.14
Non-literate	46	15.86
Total	290	100

Table 4.5 reveals that 244 (84.14%) of the respondents' parents were literate, while 46 (15.86%) were not literate.

Table 4.6 : Respondent's Family Type

Responses	Respondent	Percentage
Monogamous	202	69.66
Polygamous	88	30.34
Total	290	100

Table 4.6 above shows that out of the 290 respondents, 202 (69.66%) were from monogamous families and 88 (30.34%) were from polygamous families.

Table 4.7 : Socio-economic status of the respondent's family

Responses	Y E S		N O	
	Respondent	Percentage	Respondent	Percentage
Car	164	56.55	126	43.45
T. V. Set	261	90.00	29	10.00
Radio Set	283	97.59	7	2.41
Reading Books	265	91.38	25	8.62
Games facilities	105	36.21	185	63.79

Table 4.7 shows that 164 (56.55%) of the respondents said their parents or guardians had cars, 126 (43.45%) says their parents or guardians did not own cars. While 261 (90%) of the respondents said their parents or guardians had television sets, 29 (10%) did not have. 283 (97.59%) said they had radio sets while 7 (2.41%) did not have radio sets. Two hundred and sixty five 265 (91.38) had reading books in their homes, while 25 (8.62%) reported that they did not have. 105 (36.21%) said they had games facilities, while 185 (63.79%) had no such facilities.

Table 4.8 : Summary Responses on Intra-family Relationships

Criterion Variable	The Degree of Behaviour				
	Always	Most of the time	Often	Occasionally	Never
Supervisor					
Q1	158 (54.48)	42 (14.48)	4 (1.38)	38 (13.10)	48 (16.55)
Q2	192 (66.21)	31 (10.69)	12 (4.14)	20 (6.90)	35 (12.07)
Q3	99 (34.14)	96 (33.10)	19 (6.55)	37 (12.76)	39 (13.45)
Q4	99 (34.14)	18 (6.21)	56 (19.31)	81 (27.93)	36 (12.41)
Q5	159 (54.83)	74 (25.52)	19 (6.55)	28 (9.66)	10 (3.45)
Q6	101 (34.83)	70 (24.14)	53 (18.28)	20 (6.90)	46 (15.86)
Q7	114 (39.31)	136 (46.90)	26 (8.97)	10 (3.45)	4 (1.38)
Q8	111 (38.28)	142 (48.97)	32 (11.03)	5 (1.72)	-
Q9	89 (30.69)	73 (25.17)	23 (7.93)	58 (20.00)	47 (16.21)
Q10	41 (14.14)	122 (42.07)	58 (20.00)	43 (14.03)	26 (8.97)
Discipline					
Q11	47 (16.21)	107 (36.90)	78 (26.90)	34 (11.72)	24 (8.28)
Q12	104 (35.96)	79 (27.24)	49 (16.90)	22 (7.59)	36 (12.41)
Q13	89 (30.69)	81 (27.93)	37 (12.76)	50 (17.24)	33 (11.38)
Q14	112 (38.62)	121 (41.72)	12 (4.14)	45 (15.52)	-
Q15	141 (48.62)	54 (18.62)	30 (10.34)	54 (18.62)	11 (3.79)
Q16	145 (50.00)	54 (18.64)	36 (12.41)	41 (14.14)	14 (4.83)
Parent-Child Relationship					
Q17	112 (38.62)	84 (28.97)	63 (21.72)	17 (5.86)	14 (4.83)
Q18	88 (30.34)	87 (30.00)	40 (13.79)	38 (13.10)	37 (12.76)
Q19	52 (17.93)	50 (17.24)	116 (40.00)	48 (16.55)	24 (8.28)

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TABLE 4.8. CONT'D.

Criterion Variable	The Degree of Behaviour				
	Always	Most of the time	Often	Occasionally	Never
Q20	113 (38.97)	60 (20.69)	68 (23.45)	45 (15.52)	4 (1.38)
Q21	40 (13.79)	64 (22.07)	61 (21.03)	101 (34.83)	24 (8.29)
Q22	97 (33.45)	68 (23.45)	53 (18.28)	57 (19.66)	15 (5.17)
Q23	47 (16.21)	53 (18.28)	68 (23.45)	85 (29.31)	37 (12.76)
Q24	126 (43.45)	66 (22.76)	41 (14.14)	31 (10.69)	26 (8.97)
Q25	89 (30.69)	78 (26.90)	46 (15.86)	43 (14.83)	34 (11.72)
Q26	57 (19.66)	59 (20.34)	38 (13.10)	104 (35.86)	32 (11.03)
Q27	29 (10.00)	55 (18.97)	81 (27.93)	88 (30.34)	37 (12.76)
Q28	-	35 (12.07)	121 (41.72)	122 (42.07)	12 (4.14)
Q29	4 (1.38)	34 (11.72)	40 (13.79)	141 (48.00)	71 (24.48)
Q30	29 (10.00)	61 (21.03)	41 (14.14)	145 (50.00)	14 (4.83)
Q31	91 (31.38)	112 (38.62)	39 (13.45)	34 (11.72)	14 (4.83)
Relationship between children					
Q32	-	72 (24.83)	84 (28.97)	113 (38.97)	21 (7.24)
Q33	116 (40.00)	68 (23.45)	55 (10.97)	27 (9.31)	24 (8.28)
Q34	91 (31.38)	55 (18.97)	66 (22.76)	47 (16.21)	31 (10.69)
Q35	83 (28.62)	66 (22.76)	66 (22.76)	38 (13.10)	37 (12.76)
Relationship between parents					
Q36	101 (34.83)	70 (24.14)	39 (13.45)	60 (20.69)	20 (9.66)
Q37	69 (23.79)	57 (19.66)	77 (26.55)	46 (15.86)	41 (14.14)
Q38	93 (32.07)	95 (32.76)	64 (22.07)	28 (9.66)	10 (3.45)
Q39	97 (33.45)	77 (26.55)	54 (18.62)	34 (11.72)	28 (9.66)
Q40	116(40.00	53 (18.28)	42 (14.48)	48 (16.55)	31 (10.69)

Table 4.8 shows the frequency of responses to items on supervision, discipline, parent-child relationship, relationship between parents and among children. An examination of the measures of parents supervision indicates the following. On whether "the food for the family is bought by my parents", the responses show that 158 (54.48%) said "always"; 42 (14.48%) "most of the time"; 4 (1.38%) "often"; 38 (13.1%) "occasionally", and 48 (48.55%) "never". Responses to the item on whether their parents looked after them whenever they were ill reveal that 192 (66.20%) said "always"; 31 (10.69%) "most of the time"; 12 (4.4%) "often" 20 (6.90%) "occasionally", and 35 (12.7%) "never". The responses also show that 114 (39.31%) said what they do outside the school hours must be approved by their parents always; 136 (46.90%) "most of the time"; 10 (3.45%) "occasionally", and 4 (1.38%) "never".

On the measures of discipline, the responses to the item "I am permitted to do things my own way", 47 (16.21%) said "always"; 107 (36.90) "most of the time"; 78 (26.90), "often"; 34 (11.72%) "occasionally", while 24 (8.28%) said "never". Also 104 (35.86%) said that their parents helped them improve upon their conduct "always"; 79 (27.24%) "most of the time"; 49 (16.90%) "often"; 22 (7.59%) "occasionally" and 36 (12.41%) said "never". Also, 89 (30.69%) said that their parents criticized their poor performance "always"; 81 (27.93%) "most of the time"; 37 (12.76%) "often"; 50 (17.24%) "occasionally", and 33 (11.38%) "never".

On the measures of parent-child relationships, the responses to the item "my parents worried about me" reveal 112 (28.62%) "always"; 84 (28.97%) "most of the time"; 63 (21.72%) "often; 17 (5.86%) "occasionally", and 14 (4.83%) "never". The responses also show that 88 (30.34%) said their parents fulfilled their promises to them "always"; 87 (30%) "most of the time"; 40 (13.79%) "often"; 38 (13.10%) "occasionally", and 37 (12.76%) "never". In the same vein, responses to the item "whenever I have problems my parents listen" reveal 97 (33.45%) "always"; 68 '23.45%) "most of the time"; 53 (18.28%) "often" 57 (19.66%) "occasionally" and 15 (5.17%) "never". On whether their parents helped with their studies, there was no response for "always"; there were 35 (12.7%) for "most of the time"; 121 (41.72%) for "often"; 122 (42.7%) "occasionally", and 12 (4.14%) "never". While, the response on the item that their parents bought all the necessary books and school materials reveal 91 (31.38%) "always"; 112 (38.62%) "most of the time"; 39 (13.45%) "often", 34 (11.72%) "occasionally", and 14 (4.83%) said "never".

On the measures relationship between children the table on the item "I have to take care of my brothers and sisters" show no response for "always"; 72 (24.83%) for "most of the time"; 84 (28.97%) for "often"; 113 (38.97%) for "occasionally", and 21 (7.24%) "never". While responses to the item "children in out home try to show consideration for the rights and wishes of each other" show that 116 (40%) said "always"; 68 (23.45%) said

"most of the time"; 55 (10.97%) said "often"; 27 (9.31%) said "occasionally", and 24 (8.28%) said "never".

Lastly, the measures of relationship between parents, the items reveal the following. On the item, "in the management of our home my parents work together", 101 (34.83%) said "always"; 70 (24.14%) "most of the time"; 39 (13.45%) "often"; 60 (20.69%) "occasionally", and 41 (14.14%) "never". On whether their father and mother cared for each other, 39 (13.45%) "often"; 60 (20.69%) "occasionally", and 20 (9.66%) they "never." On whether their father and mother care for each other", 69 (23.79%) said "always"; 70 (24.14%) "most of the time"; 39 (13.45%) often; 60 (20.69%) "occasionally", and 20 (9.66) said "never". The item "my parents are kind to each other", 116 (40%) said "always"; 53 (18.28%) "most of the time; 42 (14.48%) often; 48 (16.55%) occasionally; and 31 (10.69%) said never.

The above analysis was done to discover the extent to which the percentages indicate a measure of various elements in the home control of pupils. Specialists in child development and child training hold widely differing views of relating to the practices employed by parents in supervising and disciplining children, and numerous theories have been advanced as to direct and concomitant effects of various types of these measures. Parents' practices vary greatly. Some parents try to improve their children's conduct by threatening punishment or actually inflicting punishments, others by pointing out their faults. However, some parents

consistently try not only to point our the children's faults, but also to show them the good points of their behaviour as well as the poor or bad ones.

In general, the data for intra-family relationships bear out these assumptions nearly in every instance. The degree of behaviour shows that higher percentages were found for the "always", "most of the time" and "often" responses than the rest of the responses. The distributions for the degree of behaviour show a remarkable association between well adjusted homes and the responses of their children.

HYPOTHESES

Hypothesis I

Hypothesis 1 states that there is no significant difference between the academic achievement of children from rich homes and those from poor homes.

To test this hypothesis, a two tail T-test statistics procedure was adopted.

Table 4.9: Sample t-test of difference between Academic achievement and students' parental status.

STATUS	SAMPLES	MEAN	S.D.	SE	T	DF	P
Rich	157	184.7	28.7	2.3	1.93	271	0.055
Poor	116	192.2	33.2	3.1			

t = 1.968 df 271 0.05

From the above table there is no significant difference in academic achievement of children from poor homes and those from rich homes. This is because the t value of 1.93 and p value of 0.06 is not found to be significant. To be significant at 0.05 level of tolerance the table value of t must be 1.968.

DISCUSSION

This finding differs from Eysenck's (1964) finding which asserted that the measures of parents status are consistently related more closely with attainment. The results of this study did not substantiate the findings of some other studies carried out in Western cultures (Lloyd, 1974; Havighurst and Davis (1967). This because, a Nigerian child in African socio-cultural setting, the parents are not the only people who attent to, and support, the child's needs. There are a number of other people such as grandparents, aunts, uncles, and others who play significant roles in rearing him. A Nigerian child who is not from a rich home, may even be encouraged by people around him to struggle and put a lot of effort to succeed.

Hypothesis II

Hypothesis II states that there is no significant difference between the academic achievement of children whose parents are literate and those whose parents are non-literate.

A two tail T. test was adopted to test the difference between the two groups.

Table 4.10: Sample t. test on literate and non-literate parents and achievement.

Educational level	Respondents	Mean	SD	SE	T	DF	P
Literate	244	185.7	31.6	2.0	0.21	288	0.84
Non-literate	46	186.7	31.2	4.6			

t = 1.968 df 288 0.05.

The above table indicates that the t. value was 0.21 with 288 degrees of freedom. The computed P value was 0.84. The result shows no significant difference because to be significant at 0.05 level of tolerance the table value of t. must be 1.968.

DISCUSSION

Here again, the result shows no significant difference between the educational level of the parents and children's academic performance. This is unlike in some other studies where there were associations between parents' educational level and their children's academic performance. Anastasi (1976), Dale and Grifith (1965) lend support to the finding, in which parent's level of education contributes to the child's performance. Contrary to these findings, the result of the present finding does not lend support to those studies which found relationships between education of parents and children's performance.

An explantation may be that the academic performance of the children is influenced by other factors such as the academic encironment or effective teaching by the school. In that case parent's education may not have any influence on the academic performance.

Hypothesis III

Family interactions had no significant effect on academic achievement. A one-way analysis of variance was adopted in tesing this hypothesis since it has more than two groups of variables.

Table 4.11: One way analysis of variance on family relationship and academic achievement.

Source	DF	SS	MS	F	P
Between	3	3.796	1.265	14.60	.0024
Within	286	2.479	866.9		
Total	289	2.859			

From table 4.11, the F. value is 14.60 and P value is .0024. The result shows a significant relationship exists between family interactions and the children's academic achievement. Therefore the null hypothesis was rejected. Academic achievement was found to be influenced significantly by the relationships existing among family members. This result lends support to other studies with the finding that conducive, stimulating and supportive

home membership enhances the child's performance (Rosen and D'Andrade, 1959). The attitudes and behaviour making for academic motivation represent the result of interactions between the child's home and his basic temparament than simply specific environmental variables with social class. The opinion is also that pupils coming from homes in which the relationship between the various members of the family are good do better in school work than those from homes where the relationships are not cordial. The correlation found between the scores made on the intra-family questionnaire and school marks is 0.0024 P. level which significantly indicates that it is less than 0.05 level of significance.

Hypothesis IV

The number of children in the family had no effect on the children's academic achievement. To test this hypothesis, a one-way analysis of variance was employed, the results of which is presented below:

Table 4.12: One-way analysis of variance on number of children and academic achievement.

SOURCE	DF	SS	MS	F	P
Between	3	359.2	286.4	0.29	0.8357
Within	286	2.850	996.6		
Total	289	2.859			

Table 4.12 indicates that there was no siginficant relationship between the number of children in the family and children's academic performance, this is because the F value was 0.29 with a P. value of 0.84 meaning that the P. value is greater than the F value at 0.05 significance level. Therefore the hypothesis was retained.

DISCUSSION

From the finding in this section the number of children in the family did not affect each child's academic performance. This agrees with the findings of McCall and Johnson (1972) which did not support the existence of relationship between family size and attainment. Most of the research studies thus show an inverse relationship between family size and intellectual performance. One of these studies (Henderson, 1966) employed a socio-economically homogeneous sample of low income Mexican-American families in a south Western City of the United States. The families of the high and low scoring children did not differ in structural variables such as the presence of large family, extended family structures, marital stability, presence or absence of father in the homes.

CHAPTER FIVE

5.0. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

In the introduction to this study, the primary idea of this research was stated to be the development of an awareness of the social and educational implications of the family interactional patterns upon individual child's academic achievement. The purpose of this study was therefore to discover the association between some elements in the family interactional patterns and children's school academic achievement. The study was considered important because of the need to ascertain the effect of home life of pupils on adjustment and academic progress. It was recognised that the quality of family relationship is related to the social as well as cognitive development of the child and it might as well have some influence on academic performance which is the aggregate of cognitive development.

Both home interactions and academic performance are complex subjects. Although the two variables were studied, it was necessary to develop auxilliary hypothesis which would give more enlightenment on the

relationship of the variables. The hypothesis suggested that there would be some relationship between intra-family relationships and academic performance; that the number of children in the family may affect academic achievement; that the socioeconomic status of the parents would affect achievement; that the educational level of the parents may also affect academic performance. If these variables affected academic achievement, then they would be regarded as being some of the home environmental conditions that contribute to the academic development of the child.

Though several investigations were conducted in developed countries in the areas of intra-family relationship (Burgess 1973; Burt 1929; Carlson 1968; Dale and Grifith 1965; Driekurs 1958; Duvall 1946; and Koch 1954), not much is known to have been done in Nigeria to find out how family relations are related to academic achievement. It is against this background that this research was conducted on the relation between family interactions and academic avhievement of Ahmadu Bello University Demonstration Secondary School Students.

In order to achieve this purpose, 290 students were randomly selected from the total school population. The study was conducted with the use of questionnaire and the mean of grades of academic performance of the students. From the questionnaire all information about the home membership of the students were got, while their academic performance grades were got from

the grades they made in English Language, Mathematics, Science and Arts obtainable for three terms, First term, Second term and Third term results for 1991/92 session.

The data collected in this study were statistically analysed by using:

1. t-test. This is to determine the difference in the two independent groups.
2. One-way Analysis of variance (ANOVA) was used to measure groups that have more than two variables.

The following are the findings of this study:

1. There was no significant difference between the academic achievement of students from rich homes and those from poor homes.
2. There was no significant difference between the academic achievement of students whose parents are literate and those whose parents are non-literate.
3. Family interactions had significant effect on academic achievement.
4. Number of children in the family had no significant effect on academic achievement.

5.2. CONCLUSIONS

Based on the data analysed and recognising other limitations the following conclusions were made:

1. It has been found that there was no significant difference between the students who come from rich homes and those from poor homes in their educational attainment.

2. There was no significant difference between the students whose parents are either literate or non-literate in their academic attainment.
3. A significant association was found between family-interactions and academic achievement. Taken separately, it can only be said that it reveals the respective merit, how stimulating and encouraging home relationships can help in doing better at school.
4. The finding revealed that the number of children in the family does not affect children performance in the school.

5.3. RECOMMENDATION FOR THE IMPLICATION OF THE OUTCOME OF THE STUDY

The findings of the study have shown that teachers, guidance workers, supervisory officers of the school come to realise that the responsibility for the education of pupils in their care is no longer confined to them but to both the home and the school. The implication of it is that pupils require close co-operation between home and school. Complete co-operation between the home and the school in the educational development of the pupils is an ideal earnestly sought but seldom realised. While there exist many opportunities for home and school co-operation which might be utilized for the interchange of ideas between parents and teachers concerning the education of the pupils, such as parent-teacher groups, home

visitation, and correspondence with the home, still the fact remains that school workers generally have very little definite information about the relationships existing within the family.

While the school can help much to a pupil's achievement by means of a flexible programme, good and liberal curriculum offerings, there is still need for favourable intra-family relationships as indicated by the associations found in the study. The importance of this research lies in the following:

1. The findings of the study show that factors of home relationships are associated with good performance at school, i.e. the relationship between parents - child, between parents and among children.
2. The findings of this study should provide school workers with a better knowledge of the home problems of the pupils and should lead to closer co-operation between home and school so that a pupil's home training and school training may properly complement each other.
3. Parent should endeavour to improve their relationship with their children. They should stimulate and entertain questions of all sorts, they should encourage children to discuss freely with them. They should create or generate an atmosphere of freedom and friendliness.
4. Parents and guardians should endeavour to assist or find assistance always concerning students studies.

5.4. RECOMMENDATION FOR FURTHER RESEARCH

1. A study on the relationship between the attitudes and practices of parents concerning social adjustment of children at school should be undertaken.

2. A study of certain qualities of the home which contribute to the success of a child is recommended.

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DEPARTMENT OF EDUCATION
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QUESTIONNAIRE

These questionnaire have been designed to help the researcher undertake a study of family interactional patterns and effect on pupil's school achievement. Following each question are a number of possible answers. You are required to tick ( ) only one answer which is appropriate to you. The sentences illustrate your family relations. Read and recall to what extent only one column that applies to you.

Instruction: The following questions are simple and straight forward. They are not a test of your intelligence neither will they affect your school report. I need to know for my research purpose, the correct and truthful picture of your home relationships as a school pupil. Please endeavour to be as truthful as possible.

FAMILY INTERACTIONAL PATTERNS AND THE LEVEL OF ACADEMIC ACHIEVEMENT AMONG SCHOOL STUDENTS

QUESTIONNAIRE

PERSONAL INFORMATION

1. Class of the child .....

2. Age of child

   a) 9 - 12 ▱
   b) 13 - 16 ▱
   c) 17 - 21 ▱

3. Sex of the child

   a) Male ▱
   b) Female ▱

4. Number of children in the family

   a) 1 - 2 ▱
   b) 3 - 4 ▱
   c) 5 - 7 ▱
   d) 7 - above ▱

5. Whom do you live with?

   a) Father ▱
   b) Mother ▱
   c) Both parent ▱
   d) Guardian ▱

6. What type of family do you come from?

   a) Monogamous ▱
   b) Polygamous ▱

7. Are your parents divorced?

   a) Yes ☐
   b) No ☐

8. Tick ( ) whether your parents or guardian is

   a) Literate ☐
   b) Non literate ☐

9. What is the occupation of your parents or guardian?

	Father	Mother	Guardian
a) Business	☐	☐	☐
b) Civil Servant (including professionals)	☐	☐	☐
c) Farming	☐	☐	☐

10. Tick ( ) if you have these items in your home

   a) Car ☐
   b) Television set ☐
   c) Radio set ☐
   d) Reading Books ☐
   e) Game facilities ☐

PART B

INTRA-FAMILY RELATIONSHIPS

	THE DEGREE OF BEHAVIOUR				
SECTION A: SUPERVISION	Always	Most of the time	Often	Occasionally	Neve
1. The food for our family is bought by my parents					
2. When I am ill, I am looked after					
3. I talk over plans for my education with my parents					

SECTION A: SUPERVISION	THE DEGREE OF BEHAVIOUR: Always	Most of the time	Often	Occa-sion-ally	Nev
4. My parents provide me with pocket money					
5. My report card is signed by my parents					
6. Bad behaviour on my part at home is punished					
7. What I do outside school hours must be approved by my parents					
8. The friends I go about with, the places I visit, the friends I invite to my home must be approved by my parents					
9. My parents permit me to do what I like					
10. My parents talk to me about good manners and conduct.					
SECTION B: DISCIPLINE					
11. I am permitted to do things my own way					
12. My parents improve me upon my conduct					
13. My parents punish me for misbehaviour					
14. My parents criticize my poor performance					
15. I am allowed to explain my conduct and actions					
16. When my parents tell me to do cetain things, I obey.					

SECTION C: PARENT-CHILD RELATIONSHIP	Always	Most of the time	Often	Occa-sion-ally	Nev
17. My parents worry about me					
18. My parents treat me well					
19. My parents always fulfill their promises to me					
20. My parents praise me or reward me for good behaviour					
21. My parents give me every-thing I want					
22. Whenever I have problems my parents listen to me					
23. My parents consider my point of view					
24. I try to cause my parents no trouble or annoyance					
25. On the whole my home life is happy.					
26. I discuss with my parents freely					
27. My parents spend more time with me					
28. My parents help with my home studies.					
29. My parents arrange extra lesson for me					
30. My parents visit my school concerning my problems and progress					
31. My parents buy all the necessary books and school materials for me.					
SECTION D: RELATIONSHIP BETWEEN CHILDREN					
32. I have to take care of my brothers and sisters					
33. Children in our home try to show consideration for the rights and wishes of each other					

SECTION D CONT'D.	Always	Most of the time	Often	Occa-sion-ally	Never
34. When attention is given to my brothers, sisters and myself, we are all pleased					
35. When I am with my brothers and sisters we quarrel.					
SECTION E: RELATIONSHIP BETWEEN PARENTS					
36. In the management of our home, my parents work together.					
37. My father and mother care for each other					
38. My parents show considera-tion for each other's wishes.					
39. My parents quarrel					
40. My parents are kind to each other					

41. Please indicate the marks scored in the following areas during the first, second and third term.

	FIRST	SECOND	THIRD
English language	▱	▱	▱
Maths	▱	▱	▱
Science	▱	▱	▱
Arts	▱	▱	▱

AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

DEPARTMENT OF EDUCATION

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Telephone: 069 - 72102
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Ref Your:

Date...10/11/.....19.82

The Prihcipal,
A.B.U., Demonstration
Secondary School.

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer FADAHUNSI, S.D. is conducting research in family interactional patterns and the level of Academic Achievement Among School Children.

For the degree of M.ED Guidance and Counselling

The Faculty of Education will be grateful if you could permit Him/her to conduct classroom experimentation/collect data at your School.

Thank you for your continued cooperation with us.

Yours sincerely

Mr Oni
please assist