

Comparison of the Academic Performance of Students with Literate Mothers and Students with Illiterate Mothers in Kwara state, Nigeria

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Abstract. There are important variables to academic performance. Further, mothers are very influential to what their children become. A literate and informed mother can make a difference to the academic performance of her child. This was the crux of this study; to find out if mothers educational qualification(s) is related to academic performance of subjects under study.

The study was carried out in Kwara State. The one way analysis of variance (ANOVA) was the statistical tool utilized. The results revealed that mothers educational qualification was related to the performance of students.

1. Introduction and Review

School performance is influenced by varied factors such as school location, achievement motivation, achievement orientation, the home factors amongst others. The present study was conceived with the notion of finding out how specifically, if mother's educational qualification is related to academic performance. Niles (1981) affirmed that children of parents who had higher education performed better than others in school. Parental interest was believed to be an important determinant of achievement in school. It seems reasonable to suggest that students with literate mothers therefore, who probably because of parental "push" to perform well in school will also be superior in

achievement orientation when compared to their counterparts whose mothers are illiterates.

Alele Williams (1986) asserted that the type of socialization women receive inflict psychological constraints on them. Women are trained to serve men even at their own expense and also not to respect themselves as women. In the same vein, Rogers (1980) claimed that there are important psychological processes involved in socialization. Such processes turn many women into advocates of the home and family "destiny". Rogers noted that women have been carefully trained for this work, and are repeatedly told that it represents the best that life can offer. Mothers level of education not only related to daughters' choice of non-traditional occupations but also to their educational expectations. These findings suggest that mothers level of educational attainment has a strong influence on the type of roles their daughters will accept in the future. It shows that education liberates the mind and thus causes changes in the role expectations of people. In the same way, mothers level of education can influence the males school performance. Helping with school work, asking after school progress and monitoring all makes a difference to performance.

In a related study, Mowaiye Fagbemi (1996) researched into the achievement orientation of students from urban and rural settings in Kwara

State, Nigeria. It was reported that students from urban schools performed significantly higher than those from the rural areas. It was also reported by the same researcher that achievement orientation and the training that a child from a literate home receives differs from that a child from an illiterate background receives. These differences influence achievement values and orientation and even early socialization concepts given. Jhrakliewciz, Samson & Manderlink, 1989; Shanahan & Walberg, 1985; Mussen, Conger, Kegan & Houston all reported that the home background and home literacy was related to academic performance (Mowaiye Fagbemi, 1996). Mowaiye (1996) had found that academic posit to achievement was related to academic performance. The present study is a step further in the study of academic performance. The present study will look at the influence of mothers educational qualification to academic performance of students under study.

2. Methods

The study sought to find out if mothers educational qualifications is related to the academic performance of secondary school students.

TABLE 1
Anova of students performance in English and Mathematics

SOURCE	DF	SS	MS	F-VALUE	PR.>F	
LOC	1	72.88.3	7388.3	26.6	0.0001	H/S
EDU	3	6281.7	2093.9	7.5	0.0001	H/S
PR	1	148.6	148.6	0.5	0.4659	N/S
AO	1	8.7	8.7	0.03	0.8597	N/S
LOC & EDU & AO	18	4052.6	225.1	0.81	0.6835	N/S
Error	108	29976.0	277.55	-	-	
Total	132	41856.09	-	-	-	

As observed from table 1 the $F(1,108) = 7.5$, $P < 0.0001$ for mothers education is highly significant. To locate the point of difference(s), the Duncan Multiple Range was used. The results of Duncan Multiple Range test carried on the influence of mothers educational level are shown in table 2.

The study employed the stratified random sampling technique. There was a sample of students from schools in areas designated as educationally disadvantaged and in the rural areas of Kwara state and then a sample from the educationally advantaged areas found principally in the urban areas. Total number of sample was one hundred and sixty four subjects (N=164). However, some were later left out because their own academic sheets that showed their results could not be located.

The one way of analysis of variance (ANOVA) was the statistical tool used to make inferences from the study.

3. Results and Discussion

Hypothesis 1

There will be a significant difference in the academic performance of students whose mothers are literate and students whose mothers are illiterates.

To test the above hypothesis, the one way analysis of variance was carried out on the results. Table 1 presents this (with mother's educational level teased out of other variables)

Table 2

Duncan Multiple Range test for Mathematics and English Language performance with consideration for mothers educational level.

<i>Level of education</i>	<i>N</i>	<i>X̄</i>	<i>MSE</i>	<i>Df</i>	<i>Critical range</i>
Degree	13	112.1			
OND/HND	26	101.6			
Primary – Sec. Schl	54	98.4	277.5	108	10.5
No formal Education	46	89.2			

As observed, a significant difference exists between the mean scores on mathematics and english language for students with literate mothers and those with illiterate mothers, in favour of those which literate mothers.

Table 2 revealed that students whose mother had at least a first degree (Bachelor’s degree), performed significantly higher than others. While those whose mothers had either the Higher National Diploma (HND) or Ordinary National Diploma (OND) equally performed better than those whose mothers had either the secondary/primary school leaving certificates and those whose mothers had no formal education.

The result findings indicate that the home background does influence the academic performance of students, with students whose mothers had degrees (Bachelor, OND, HND) performing better than others.

4. Conclusion

Mother’s educational qualification was related to the academic performance of the students under study.

It follows that more women and girls need to be educated to be able to influence their children positively. The Nigerian Government needs to place greater importance on funding of the girl – child education. When more women are educationally equipped (and are therefore financially equipped) they would be better able to help their children with their school work, with educational values given to the children, with achievement orientation given amongst other advantages. The aggregate of good values and better performance from each home will invariably lead to better values in the society and accelerate development in Nigeria.

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