A Theoretical View of Home Background on Educational Development

1^AMADI, Eric Chikweru (Ph.D) & 2ANI, Chijioke Nweke

1Department of Educational Foundations, Faculty of Technical & Science Education, Rivers State University, Port Harcourt-Nigeria

1Department of Educational Foundations, Faculty of Technical & Science Education, Rivers State University, Port Harcourt-Nigeria

* amadi.eric@ust.edu.ng; joesac2000@gmail.com; joesac2000@yahoo.com,+2348035452254

ABSTRACT
This theoretical discussion takes on the concept of educational development in Nigeria, effects of home background on the educational development on secondary school students bringing parents’ educational and economic background, family size including the values and aspirations of the parents.

Keywords:

INTRODUCTION
Interesting works have been carried out by eminent scholars on how the home background affects the educational development of secondary school students. Thus, this chapter is specifically concerned with reviewing some related literature on the effect of home background on the academic development of secondary school students.

Even without empirical support, it is reasonable to argue that home background has a considerable role on the educational development of secondary school students. It is equally reasonable to mention that the family (home) plays a major role in hindering or enhancing this development. The teacher in the school setting has very little role to play compared to that of the home. According to Chill (2009), large scales studies of the determination of educational achievement typically have found that school resources have little impact on achievement. Fraser (2001) also highlighted the fact that home environment is rather more closely connected with progress at school even more than intelligence quotient (IQ). Ezewu (2005) also found out that emotional disturbance has a disrupting effect on a student’s performance. He asserts that “a student who lives in an atmosphere full of tension and insecurity arising from the continuous struggle against poverty has a cause of failure”. The family (home) teaches the child a great deal both consciously and unconsciously during the first years. Later the school takes over part of the task but no teacher can influence the student as much as the parent does, because of the genetic factors.

This influence does not only extend to transmission of culture but extends to attitude towards other issues of life. The parental/environmental roles that the students experience are taken as very important factors which are responsible for student’s development and intelligence.

In relation to this topic, some factors and concepts have been found in addition with the home background of students to be a determinant factor in educational development of secondary school students notwithstanding the individual differences of students.

The concepts and factors include:

• The concept of educational development in Nigeria.
• Effects of home background on educational development of secondary school students.
The Concept of Educational Development in Nigeria

Education in a broad sense is a process by which an individual acquires the many physical and social capabilities demanded by the society in which he/she is born into to function (Nwosu 2016). Development on the other hand, is a progressive unfolding of the potentialities of a given reality. As it applies to human, it is the integration of the various giving, natural, physical, acquired and human of a people towards the full working of their well being (Nwosu 2016).

Education is the best legacy a country can give to her citizens. Igbuguzor (2006) in stressing the importance of education, stated that education is a human right that should be accorded to all human beings solely by reason of being human. Therefore, schools at various levels are expected to educate future leaders and develop the high level technical capacities needed for economic growth and development Osokoya (2008). Undoubtedly, Nigeria had witnessed a series of educational system since its birth in 1914. Immediately after independence Nigeria in 1960, there was a lot of ills and shortcomings in Nigeria educational system as it was based on the British educational system which did not pave way for yearning needs, interest and aspirations of Nigeria society. This gave birth to the 1969 curriculum conference that focused on Nigerian children in Nigerian society with National policies on education in 1977, 1981, 1989 and 2004 respectively, (FRN, 1988; 1981; 1998; 2004), all with the prime purpose of improving the quality of Nigerian education Adeyemi et al; (2010).

The utmost importance attached to education in Nigeria was clearly underscored in the National Policy on Education (FRN, 2004). The Federal Republic of Nigeria, in this policy, adopted education as an instrument “par excellence” for effective national development. In the face of government commitment to education, the quality of education in our schools has been declining tremendously.

Effects of Home Background on Educational Development of Secondary School Students

The academic performance of any child cannot be separated from the home environment in which the child grows up (Fantuzz et al, 2000). Numerous studies revealed that various factors are responsible for scholastic failure of students, such as Low socio-economic background, student’s cognitive abilities, school related factors, environment of the home, or the support given by the parents and other family members (Khan & Malik, 199; Fan, 2001; Gonzalez – Pienda et al, 2002). Parental socioeconomic characteristics to a greater extent determine student’s performance in school and their adjustment to life (Aiikens et al., 2008). Family financial resources, which are associated with parents “occupation and educational attainment, often imply increased opportunities both at home and in school. Indeed, family background is the foundation for children’s development, as such family background in terms of family types, size, socio-economic status and educational background play important role in children’s educational attainment and social integration (Ushi et al., 2012). The home has a great influence on the child’s psychological, emotional, social and economic state. In the view of Ajila & Olutola, the home affects the individual since the parents are the first socializing agents in an individual’s life.

Home background affects academic development in many ways; for example, parents with higher socio-economic status are able to provide their children with the (often necessary) financial support and home resources for individual learning (Asikhia, 2010). They are also more likely to provide a more stimulating environment to promote cognitive development.

At this level of educational providers, students from high Socioeconomic status (SES) families are also more likely to attend better schools, particularly in countries with differentiated educational systems, strong segregation in the school system according to neighbourhood factors and/or clear advantages of private over public schooling (Schulz, 2005). Asikhia (2010) further opines that parents’ socio-status could be defined more objectively by using such indices as occupation, income and education.

Parenting has been recognized as a major agent in socializing adolescents (Utti, 2006). Okpako (2004) defined parenting as the act of parenthood, the child up bring, training, rearing as well as education,
Parenting styles and academic performance have been studied primarily in children and adolescents. Demanding parenting requires adolescents to be responsive to parental rules and requests while also assuming the parental responsibility of responsiveness to adolescent’s needs and points of view (Maccoby, 2000).

Regarding the associations between parenting style and academic performance, parents who are often described as “controlling” or “authoritarian” have typically been found to predict poor academic achievement (Chao, 2001). Permissive parenting on the other end of the spectrum is characterized by little control over children, aiming for high levels of warmth but undemanding. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2011). They often take a very casual and easy-going approach (Varenikina et al., 2011) toward their children, opening up conversations and subsequently developing warmer relationships between them. However, children raised by permissive parents are less likely to be intrinsically motivated, thus lacking persistence in approaching learning tasks (Kang & Moore, 2011).

Parents’ Educational Background
Parents have an enormous influence on their children’s education for several reasons, but most importantly, because they are their children’s first teachers. As Joseph Scalfani writes, “The influence of teachers is actually reciprocal and to some extent dependent on what your child brings to the classroom.

The education that children receive, is very much dependent on the education that their parents received when they were children. Research shows that the literacy of their parents strongly affects the education of their children. Parents strongly affect this social learning process because they are the biggest influence at this early stage in their children’s lives. Parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school; many less educated parents simply have more unmanaged stress in their lives, and this stress interferes with ability and opportunity to interact with their child.

Again parents who attained high level of education, might have known the importance of education, and would not like their children to be left behind in the quest for education since these parents would also like their children to enjoy the benefits of attaining high educational level. However, on the contrary, a close examination might suggest that some of the parents who are very anxious and enthusiastic about the education of their children have not been to school at all but have realized what they have missed either because of their ignorance or lack of opportunity.

This latter group of parents would not mind any amount of money spent and sacrifice made on their part in sending their children to school so that the children themselves would not regret like their parents.

Consequently, educated parents and few exceptional uneducated parents know that a high level of educational development is a pre-requisite for high social status.

Parents Economic Background
Not only are children’s educations influenced by the personal, educational background of their parents, but these personal experiences are highly connected to their economic background. Along with their ability to educate their offspring, the economic status of people plays a huge role in their own education.

According to Ogwu (2008), the high socio-economic status parents are able to provide their books and toys to encourage them in their various learning activities at home. Parents face major challenges when it comes to providing optimal care and education for their children. However, the challenges are acutely devastating among the poor income families struggling to provide the basic needs to sustain the family.

Families with low socio-economic status often lack the financial, social and educational supports that characterized families with high socio-economic status. Many students from low-income homes are kept away or sent out from school or excluded from certain activities for lack of money to provide the prescribed equipment or materials. On the contrary, Pedrosa et al (2006) in their study on social and educational background pointed out that those students who mostly come from deprived socio-
economic and educational background performed relatively better than others coming from higher socio-economic and educational area. They named this phenomenal educational elasticity. However, it seems a settled fact that student’s learning outcome and educational development are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students learning outcomes. Considine and Zappala (2012) quoted Sparkles (1999) showed that school’s environment and teachers expectations from their students also have strong influence on students’ educational development.

Size of Family
Musgrave in his writing on the good home stated that it is possible that in the small family the child is in close touch with his/her parents and habitually uses grown up languages and concepts than he/she would if he/she were lost in a large member of brothers and sisters. Family size is the total number of people consisting of parents and their children. It is worthy to mention that the family size is one of the factors that determine the educational developments. Large family size creates in the upbringing of their children an identified problem of insufficient food, poor clothing, insufficient fund, disciplinary problem and malnutrition. Students need nutritious food and regular medical care. These things help them get a good start in life and lessen the chances that they will later have serious health problems and troublesome learning. Nutrition plays a vital role in the educational development of students. If a student is hungry in school he/she is less likely to concentrate. This idea dates back to early psychological finding that before one can be complete, basic needs must be met.

Also, Douglas while studying students’ educational development observed that there is a relationship between overcrowding in the family and academic achievement. Conclusively, it has been observed that although parents of all class realize the importance of education, difference children’s intellectual growth and educational motivation are dependent on the kind of environment created by parents. It is clear that home environments play a very crucial role in a child’s educational development.

Parents Values and Aspirations
Students’ educational development appears to be influenced not only by parents values and aspirations but also by peers; but for the purposes of this work, my focus will be on parental values and aspiration; it is believed that children and students whose parents have high aspirations and expectation of them in terms of educational development often achieve more in secondary school. Studies conducted by Hyman, Semell and Shah; Floud, Halsy and Martin reveal that parental interest, encouragement and aspiration say a lot in the educational development of their children. They also agree that the middle class parents exhibit more of this tendencies than their working class counterparts which account for the higher level of intelligence and ambition of the child of the former. It was concluded that the middle class parent visits the child at school to find out his academic problems which are immediately solved. This they say is not the case for the less ambitions manual working class parents.

Summary of Review
From the researcher’s point of view, a good home background is a pre-requisite for better academic performance or development, since the first environment of any child is the home. It is the home that prepares the child physically, socially, educationally and economically. The home background is the foundation of any adventure without which the child cannot engage in any meaningful and successful venture.

REFERENCES


