FAMILY SOCIAL CAPITAL ASSOCIATION WITH LEARNING OUTCOMES OF STUDENTS IN NNAMDI AZIKIWE UNIVERSITY HIGH SCHOOL, AWKA-NIGERIA

BY

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Abstract

Family involvement in education can make an impressive difference in learning outcomes. This study therefore examined family social capital association with learning outcomes of students in Nnamdi Azikiwe University high school, Awka. Three research questions and three null hypotheses tested at 0.05 significance level guided the study. The correlation research design was employed for the study. The population of the study comprised 80 (SS3) students of 2021/2022 academic session. No sampling was done because the population is small.Two sets of instruments were used for the study namely: A researcher-developed instrument titled "Family Social Capital and Learning Outcomes" (FSCLO) and students achievement scores in WAEC and NECO examinations. Reliability of the researcher-developed instrument was established using Cronbach alpha and an internal coefficient of 0.78 was obtained. The data were analyzed using correlation for the research questions and t-test for correlation significance for the hypotheses. The results showed a positive and significant association between family social capital and learning outcomes of students in Nnamdi Azikiwe University High School, Awka. Based on the findings of the study, it was recommended thatparents should as much as possible render the much support within their capacity to their children, monitor and supervise their children's academic activities for positive learning outcomes.

Key words: Family, Social capital, Students, Learning outcomes.

Introduction

Family involvement such as parental monitoring, guide and supervision of class works and home works, parental cordial relationship with class teacher and involvement in school programmes can make an impressive difference in learning outcomes. No matter how naturally intelligent a student is, several factors including school, teacher and family among others contribute to his/her academic performance. The impact of family in a child's education is enormous with outstanding positive benefits. The extent of family involvement in a child's academics is the best index for academic success. A supportive family is a huge capital to a child's education.

Capital is the wealth in the form of money or other assets owned by a person or organization or available for a purpose such as investment. In Economics discipline people refer to capital as money. Education is a huge asset and therefore a capital. Different types of capital exist such as social and human capital. Human capital is an asset with economic value like skills, education, training and intelligence. Education is an example of human capital. Education is essentially concerned with learning. Education helps people to acquire knowledge, attitude, behaviour and skills vital for actualization of potentials as well as adjustment and adaptation in life.An individual's placement, achievement and accomplishment in life are dependent to a great extent on learning outcomes.

Learning outcomes in the context of this study depict measurable statements that emphasize at the beginning what students should know, be able to do or appreciate as a result of participating or completing a given course or programme. Balram (2021) explained learning outcomes as the amount of knowledge or skills a student should acquire through various assignments, course, class or programs by the end of a specific time period. Balram went further to explain learning outcomes in a broader dimension as an amalgamation of a learners knowledge, skill set and the ability to leverage them in real-time situations. Cedefop (2022) noted that learning outcomes are the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of completing a course. They opined that learning outcomes are student-centered instead of teacher-centered because they describe what the students' will do and not what the teacher will teach. Hernandez, Arellano and Sanchez (2016) in support of the above assert that knowledge, skills and abilities achieved by the student on successful completion of a learning process describes learning outcomes.

In an ideal classroom teaching and learning, learning outcomes are written to define changes in student behaviour resulting from learning experiences. Educationists believe that these behaviours can be categorized into and studied under three domains namely the cognitive, the affective and the psychomotor. The cognitive domain emphasizes changes in the student's knowledge or thinking skills. The affective domain involves changes affecting the student's feelings, emotions, and sense of values such as his/her interests, attitudes and appreciation. The

psychomotor domain involves motor skills and manual dexterity. Each of the domains has been broken into various levels representing different degrees of ability within the domain. Generally, the levels are built on an ascending levels structure from the simplest to the most complex so that each level contains and assumes abilities at the lower level.

Bloom, Englehart, Frust, Hill and Kratwohl taxonomy of educational objectives (1956) is one traditional framework for structuring learning outcomes. Taxonomies attempt identification and classification of different types of learning. Bloom and his associates carried out a classification of the cognitive domain which of course is the most intensively discussed in education. They classified the domain into six phases namely acquisition of knowledge, comprehension of knowledge, application of knowledge, analysis of knowledge, synthesis of knowledge and evaluation of knowledge. Learning outcomes is paramount in every teaching and learning process and to a great extent determines methods of teaching and assessment adopted.

Teachers play an essential role in education, most especially in the lives of students they teach in the classroom. Okeke, Okorie, Idioha and Oramadike (2021) noted that the primary aim of enrolling in any academic programme at various levels of education is for the acquisition of knowledge and skills that will enhance an individual's fulfillment, potential development and adjustment to the wider society. Hernandez et al (2016) observed that what defines a teacher is his/her ability to teach and impart positively on the students. In every course or programme, the teacher draws the learning outcomes from the curriculum content. The learning outcomes are usually stated in specific and well defined terms, should be realistic, should rely on active verbs in the future tense among others. The teacher is meant to guide the students' understanding by utilizing different methods such as explanation, discussion, observation, repetition among others to realize his/her goals.

The researchers wish to emphasize that in as much as the classroom teacher adopts different strategies toward accomplishing a learning outcome, there are yet other biological, psychological, social, emotional, cultural and physiological factors that could to a great extent influence learning outcomes of students in secondary schools. No wonder some authors and researchers includingGuarnotta (2022); Mingzhi, Lijun, and Haifeng (2020); Brossard, Cardoso, Kamei, Mishra, Mizunoya and Reuge (2020); Mahura and Hungi (2016); Sharma, Gosvami and Gupta (2016); Castro, Exposito-Casas, Lopez-Martin, Liza-Soain, Navarro-Asencio and Gaviria (2015) and Wentzel (2015) have tried explaining learning outcomes of secondary school students using some educational constructs likesocial skills, parental involvement, parental participation and parental engagement.

Another educational construct that could be vital in explaining learning outcomes among students is family social capital. The place of family is inevitable as far as discussion on human capital is concerned. This is because it is the first agent of socialization where the education of the child begins. In the context of this study, the researchers define family social capital to include social communications, aspirations, behaviours, attitudes, understanding and love that

promotes parent-child attachment. Virginia, Colleen, Kaitlyn and Carol (2021) defined family social capital as social relationships, values and norms shared by a family which is positively connected with their children psychological well being. Marcia (2016) noted that the resources which the family unit can bring toward realizing important personal and societal goals describe family social capital.

The above meaning on family social capital has one thing in common and that is cohesion, values and norms.This implies that family social capital involve teaching children acceptable societal behaviours and norms and such a child's development, adjustment, adaptation and productivity in life are a product of his/her family relationship, values and attitudes. Marcia (2016) supporting the above statement observed that the family is a basic and essential pillar of societies with an important social obligations. Marcia further noted that the family has the primary role of education and socialization of the child in addition to inculcating values of citizenship and belonging in the society.

From review of related literatures, there are various measures that determine family social capital.Virginia et al (2021) enumerated supporting parenting, engaged parenting behaviours, financial status, family relationship and family norms and values.The researchers in this study will be looking at three measures of family social capital namely parental support, family cohesion and family conflict. From the foregoing background, it has been established that a child's system of value, attitude, behaviour, norms and thought are built in the family. The researchers now want to investigate empirically the association of family social capital with learning outcomes of students in Nnamdi Azikiwe University High School, Awka-Nigeria. The study is guided by three research questions and three null hypotheses to be tested at 0.05 level of significance.

Research Questions.

1. What is the association between parental support and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.
2. What is the relationship between family cohesion and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.
3. What is the correlation between family conflict and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.

Hypotheses

1. There is no significant relationship between parental support and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.
2. Azikiwe University High School, Awka will not be significantly different.

3. There is no significant relationship between family conflict and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.

Method

Correlation research design was adopted for the study. This type of study seeks to establish the association that exists between two or more variables (Nworgu, 2015). The two variables in the study are: Family social capital (independent variable) and learning outcomes (dependent variable). The population of the study comprised 80 (SS3) students of 2021/2022 academic session. No sampling was done because the population is small.

Two sets of instruments were used for the study namely: A researcher-developed instrument titled "Family Social Capital and Learning Outcomes" (FSCLO) and students achievement scores in WAEC and NECO examinations. The researcher-developed instrument has three sections with a total of 30 items. It was structured on a 4-point likert scale ranging from strongly agree, agree, disagree to strongly disagree. Three specialists in Education validated the instrument for face and content adequacy. The reliability of the researcher-developed instrument was established using Cronbach alpha and an internal coefficient of 0.78 was obtained.

The researchers administered the questionnaire to the chosen sample for the study. In answering the research questions, data collected from the respondents were analyzed using Pearson Product Moment Correlation method. The decision rule is as follows:

- Coefficient from 0.71 and above = High positive correlation.
- Coefficient 0.50 to 0.70 = Moderate positive correlation.
- Coefficient from 0.49 and below = low positive correlation.

The null hypotheses were tested at 0.05 level of significance using t-test for correlation. The decision rule is that when the critical value of t 1.960 is less than the calculated value of t, the null hypothesis will be rejected and the alternative accepted and vice versa.

Results

Table 1: Relationship between Parental Support and Learning Outcomes

N	Correlation coefficient (r)	r^2	Remark
80	.885	0.78	High correlation

Table 1 above shows r = .885, n = 80 which conclude a high positive correlation between parental support and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.

Table 2: Association between Family Cohesion and Learning Outcomes

N	Correlation coefficient(r)	r^2	Remark
80	.867	0.75	High correlation

From the result in table 2 above, the researchers conclude a high positive association between family cohesion and learning outcomes of students in Nnamdi Azikiwe University High School, Awka as r = .867 and n = 80.

Table 3: Relationship between Family Conflict and Learning Outcomes

N	Correlation coefficient (r)	r^2	Remark
80	.864	0.75	High correlation

Table 3 above shows r = .864, n = 80 which conclude a high positive correlation between family conflict and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.

Table 4: Test of Significance of Relationship between Parental Support and Learning Outcomes

Correlation coefficient (r)	N	df	a	t-cal.	t-crit.	Decision
89	80	318	0.05	90.1	1.960	Reject

Table 4 shows that the calculated t value of 90.1is greater than the critical t of 1.960 at 0.05 level of significance (90.1 > 1.960). Therefore, null hypothesis 1 is rejected and the alternative accepted.

Table 5: Test of Significance of Relationship Between Family Cohesion and Learning Outcomes

Correlation coefficient (r)	N	df	a	t-cal.	t-crit.	Decision
87	80	318	0.05	89.3	1.960	Reject

From the result in table 5 above, null hypothesis 2 was rejected and the alternative uphold because calculated value of t =89.3 is higher than the critical value of t which is 1.960. The researchers therefore conclude that there is a significant relationship between family cohesion and learning outcomes of students in Nnamdi Azikiwe University High School, Awka.

Table 6: Test of Significance of Association between Family Conflict and Learning Outcomes

Correlation coefficient (r)	N	df	a	t-cal.	t-crit.	Decision
86	80	318	0.05	89.3	1.960	Reject

Table 6 shows that the calculated t value of 89.3is greater than the critical t of 1.960 at 0.05 level of significance (89.1> 1.960). Therefore, null hypothesis 3 is rejected and the alternative accepted.

Discussion of the Findings

The findings of the study revealed that the three measures of family social capital namely parental support, family cohesion and family conflict has a positive and significant association with learning outcomes of students in Nnamdi Azikiwe University High School, Awka. The reason could be attributed to the fact that family social capital empowers children's behavioural norms that facilitate their successful adaptation into other social structures such as the school. Again, parental support, family cohesion and family conflict which are the measures of family social capital studied in this research work are crucial to providing children with access to opportunities such as education as well as achieving maximum and positive outcomes. Put in another way, the support parents provide affects children's development, learning and of course the subsequent outcomes. Parental support, parental live and healthy family promotes motivation, academic zeal and perseverance which are crucial for learning outcomes while the reverse promotes social behaviours such as truancy and bullying which are enemies of learning outcomes.

On the measure of parental support, the findings of this study aligned with Brossard et al (2020) that lack of parental support in their children's academics such as assisting in doing home work, assignment, projects may crucially affect the child's learning outcomes. Mahuro et al (2016) supporting the findings of this study noted that parental participation in the form of commitment of time and resources to their children's education motivates children to improve in their academics thus resulting in maximum learning outcomes. The work of Castro et al (2015) also agree with the findings of this study as the opined that parental supervision and monitoring of their children's academic activities, guiding their children to study and learn as well as modeling positive behaviours promotes learning outcomes.

On the measure of family conflict, the findings agree with Guarnotta (2022) that unhealthy parenting is the major cause of low self esteem, lack of self confidence, impulsivity, aggression and poor learning outcomes among students. Mingzhi et al (2020) observed that dysfunctional families wheels tremendous impact on the child such as depression, loneliness, anxiety, anger, negative self esteem, truancy and behavioural problems which results in poor learning outcomes.

Finally, the findings of the study on the measure of family cohesion is supported by that of Sharma et al (2016) that good relationship promotes sound psycho-physical health and better adjustments in school among children and their peers which are crucial for positive learning outcomes. Also in alignment with the findings of this study is the work of Wentzel (2015) that good communication enhance interpersonal interactions which in turn boost academic outcomes. He observed that when a child enjoys the cooperation of his/her classmates, there are chances of overcoming academic challenges and hurdles confidently and thus guarantee positive learning outcomes.

Conclusion

The researchers' conclude that family social capital (parental support, family cohesion and family conflict) has a positive and significant relationship with learning outcomes of students in Nnamdi Azikiwe University High School, Awka. This is evidenced from the result of test of significance of relationship where the calculated t of 90.1, 89.3 and 89.3 are greater than the critical t of 1.960.

Recommendations

Based on the findings of the study, the researchers' recommend as follows:

1. Parents should as much as possible render the much support within their capacity to their children for positive academic pursuit and attainment. Support them emotionally, morally, socially, materially and financially. Remember that a child you fail to support in this era of digital technology will seek for support elsewhere which may be detrimental to his academic career and all round development as well.
2. A hostile, aggressive and tumultuous family is a great enemy of positive learning outcomes because it breeds all manner of deviant and social behaviours which cannot encourage academic pursuit. As much as possible parents are advised to keep their homes in order. Let peace, love and understanding reign for the sake of your children who are your assets and your next generation. Do not because of provocations and uncontrolled emotions destroy your generation.
3. As much as possible, parents are advised to monitor and supervise their children's academic activities. Establish good relationship with your child's classroom teacher, visit his/her school from time to time to get first hand information about your child. Note that when a child realizes that you have interest in his/her studies it stirs motivation, zeal and endurance which will definitely boost maximum learning outcome. If you fail to

supervise your child, his/her peers will do the work for you with the resultant consequence.

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