

## **Family History: A Tool for Adequate Management of Pupils and Students in Schools**

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**ABSTRACT** This study examined the contributions of primary and secondary school Heads and Teachers in the identification of the ways family history could enhance effective management of pupils and students in schools in Delta State, Nigeria. It reviewed the significance of data on pupils and student's family in school management as practiced in developed countries. Based on this, the researcher designed Impact of Family History on Management of Pupils and Students Instrument (IFHMPS) which was administered to heads and teachers in primary and secondary schools. One research question was raised and answered; three hypotheses were formulated and tested. The results showed that pupils and students family history could enhance the provision of Guidance and Counselling Services, decision on pupils and students and identification of students problems. School location, level and sex does not affect the perception of school heads and teachers on the identified impacts of family history in the management of pupils and students in schools. Useful suggestions were made on how to improve on the collection, keeping and utilization of pupils and students family history data in primary and secondary schools in Delta State, Nigeria.

### **INTRODUCTION**

A school, like every other organization is set up to achieve a set of objectives. These include the production of discipline and skilled manpower for the society. It will be difficult to achieve these objectives if pupils and students are not properly managed by school heads and teachers. Adequate management of pupils and students depend on available information about them.

School record provide useful information to educational planners and administrators, information for career guidance, information to school inspectors for the performance of their duties (Oyedeji et al., 1995) These records are generated by school personnel.

### **Family History and Students Performance**

Family history as used in this study means students family size, position of the student in the family and parent qualification and occupation. A person's occupation plays an important role in his standard of living. Academic qualification determines individual's occupation. The social status, income, style of life, choice of friends, mental and physical health are all influenced by the type of job, an individual does.

Occupation also determines individuals' type of settlement, status of marriage, type of family, history of health and religion, which affects

academic performance of students. (Badu, 1996) The social economic status of parent also determines the type of school their children attend, school organization and management has significant relationship with students' academic achievement (Enang, 1996; Zimmerman, 1992).

The relationship between children and parent could be influenced by occupation. Inadequate closeness between parents could result into insecure environment for the child resulting into the self perception as unworthy of love and perceiving others as unavailable and unresponsive. This may cause individuals to interpret losses and disappointments as personal failures, which contributes to the development of distress (Keny and Rice, 1995). Distress affects academic achievement of students.

Parent level of academic qualification, occupation and economic status affects the upbringing of children. A child who is often subjected to severe and harsh treatment has about 80/70 percent probability of facing the inferiority complex trait, mental timidity and a child who is often subjected to corporal punishment runs the risk of development physical deformity, mental and physical retardation which affects academic achievements (Chukwudo Lue, 1996). Children living in poverty are more likely than non poor children to evidence early school adjustment problems (Duncan et al., 1994, Lutz, 1999; Weiss, 1998).

The educational risk of low income status are exacerbated in urban residence, low – income children living in urban centres evidence higher levels of school failure than low income children living in other settings. (U.S. Department of Education, 1996).

The attitudes of parent and students influenced by the society affects students academic achievement. Many parents are careless and negligent over their children and wards and do not give them the necessary guidance and attention which they need (Ezegbe, 1995; Ashinze, 1997).

### **Statement of Problem**

School administrators, policy makers teachers and parents in Delta State, Nigeria are worried over high level of indiscipline among school personnel, pupils and students high rate of school dropout, failure in public schools, an indication of low academic achievement and none serious commitment of students and parents in education.

Studies has revealed some causes of poor academic performance to include students attitude towards school, (Oghuvbu, 1986) social economic status of parent, occupation of parent and relationship between parent and children. Parent qualification and so on (Esu, 2000). A good percentage of the families in Delta State Nigeria, are living below the minimum income level, but has large family (above seven children). Poly-gamous family is the common practice. As such, every woman struggle positively or negatively to have the first male child of her husband's family. Also there is an unscientific cultural believe that first male children of a man are never – do – well academically or do not complete secondary education. Large family size without a corres-ponding high income increases family poverty – level (Asemote, 1999) Family poverty leads to inability of parents to provide school needs for children, resulting in low academic achievement of pupils and students. It is therefore no exaggeration to assert that family background of a pupil or student constitute the arteries that supply life sustaining blood through his system and sub systems for academic achievement, then in what ways could family history enhanced the management of pupils and students in schools.

### **The Purpose and Significance of the Study**

The role of the family in the proper upbringing of the child is well known. Hence, it is worthwhile to investigate ways family history could enhance the effective management of pupils and students in schools.

The result of the study will enable school Administrators, teachers and parents identify the important of correct family history of the child towards the moral and academic growth and development of pupils and students in school. It will also inform parents family on the need to supply correct and current family to school administrators. School administrators and teachers will keep pupils and students family history and utilize them

adequately in school management to reduce dropout rate and poor academic achievement of pupils and students.

### **Research Question**

One research question was raised and answered.

In what ways could family history enhance the management of pupils and students in schools, as perceived by primary and secondary school heads and teachers?

### **Hypotheses**

The following hypotheses are formulated and tested.

1. There is no significant difference between primary and secondary school heads and teachers perception on the identified ways in which family history could enhance adequate management of pupils and student in schools.
2. There is no significant difference between male and female teachers perceptions on the identified ways in which family history could enhance the management of pupils and students in schools.
3. There is no significant difference between urban and rural primary and secondary school heads and teachers perception on the identified ways in which family history could enhance the management of pupils and students in schools.

### **METHODOLOGY**

The proportional stratified sampling tech-

nique was used to select 13 local government areas from the three senatorial district. From the 13 local government areas, 162 secondary (46%) and 505 primary (50%) schools were selected i.e 667 schools (49%) was used in this study. From the selected schools 801 teachers (7%) and 162 principals (46%) were selected at secondary level. 505 – (50%) headmasters and 1425 teachers (7%) (1930) were selected at the Primary school level. Only public primary and secondary school head teachers were used in this study. Total size 2893 as shown in table 1.

**Instrument:** The instruction for data collection was an eight item questionnaire patterned after the Liker 4 point scale. The questionnaire was defined to elicit responses on the fundamental functions of data in effective management namely: Relationship between parent and school personnel, counselling services, discipline and correct assessment of students moral behaviour.

The instrument was first administered on a set of 50 teachers and the result of the half reliability test was 0.86. The split-half reliability test is a measure of internal consistency of the instrument hence the coefficient of 0.86 revealed strong item consistency of the instrument and psychometrically it is an indication of the validity of the instrument.

Descriptive statistics – grand percentage was used to identify teachers' perception on ways family history enhance management of students in schools. The inferential statistics used in the analysis of the three will hypotheses was the chi-square at 0.05 level of significance.

**Collection of Data:** Each subject was scored on the bases of his/her response to the statement. Scoring was done in order of strongly agree (SA) 4, Agree (A)3, Disagree (D) 2 and strongly disagreed (SD) 1.

## RESULTS

### Research Question

In what ways could family history enhance

the management of students in schools as perceived by primary and secondary heads and teachers?

The result of this study as revealed in table 2, showed that students family history enhances management of students in primary and secondary schools in the provision of adequate guidance and counselling services, positive relationship between school administrators and parent, discipline of pupils and students, admission of people and students. It also enable school administrators in identifying of pupils and students problem and true nature of pupil and students which has the highest percentage of 84.01% with a mean of 3.37.

### Hypothesis 1

There is no significant difference between primary and secondary school Heads and Teachers perception on the identified ways in which family history could enhance adequate management of pupils and students in schools.

The result in table 3 revealed a calculated chi-square value of 2.664 that was found to be less than the critical chi-square value of 16.92 at the 0.05 level of significance with 9 degrees of freedom. This finding led to the acceptance of the null hypothesis. There is no significant difference between primary and secondary school head and teachers, perception on the identified ways in which family history could enhance adequate management of pupils and students in school.

### Hypothesis II

There is no significant difference between male and female teachers perception on the identified ways in which family history could enhance the management of pupils and students in schools.

Since chi-square calculated value of 6.6903 in table 4 is less than, chi-square critical value of 7.81, the result is not significant and the null hypothesis is accepted. It shows that there is no significant difference in male and female teachers

**Table 1: Teachers population / sample according to sex**

| Sex       | Population |           |       | Sample  |           |       |
|-----------|------------|-----------|-------|---------|-----------|-------|
|           | Primary    | Secondary | Total | Primary | Secondary | Total |
| 1. Male   | 6980       | 5364      | 12344 | 772     | 385       | 1157  |
| 2. Female | 13398      | 5643      | 19041 | 1158    | 578       | 1736  |
| Total     | 20,378     | 11007     | 31385 | 1930    | 963       | 2893  |

Source: Delta State Ministry of Education Statistics Division Asaba 2003.

Table 2: Summary of primary and secondary school heads and teachers perception of ways history enhance management of pupils and students in school.

| S. No. | Item                                                                                           | Secondary |      |        |      |       | Primary |      |        |      |       |      |      |      |      |
|--------|------------------------------------------------------------------------------------------------|-----------|------|--------|------|-------|---------|------|--------|------|-------|------|------|------|------|
|        |                                                                                                | Male      |      | Female |      | Total | Male    |      | Female |      | Total |      |      |      |      |
|        |                                                                                                | Score     | %    | Score  | %    | Mean  | Score   | %    | Score  | %    | Mean  |      |      |      |      |
| 1      | Provide true nature of the students/pupil.                                                     | 1328      | 86.2 | 2003   | 86.6 | 3331  | 86.5    | 3.45 | 2316   | 83   | 4890  | 88.5 | 6406 | 84.3 | 3.37 |
| 2      | Enable the Guidance and Counselor to provide correct counselling services to pupils/students   | 1332      | 86.5 | 2004   | 86.7 | 3336  | 86.6    | 3.46 | 2277   | 73.7 | 3967  | 85.6 | 6244 | 80.9 | 3.31 |
| 3      | Promote a cordial relationship between the school and parent                                   | 1213      | 78.8 | 1776   | 76.8 | 2989  | 77.6    | 3.1  | 2479   | 80.3 | 3745  | 80.9 | 6224 | 80.6 | 3.1  |
| 4      | Enable school administrators to provide advice to parent about pupil / students                | 1194      | 77.5 | 1836   | 79.4 | 3030  | 78.7    | 3.15 | 2018   | 65.3 | 3053  | 65.9 | 5071 | 65.7 | 2.8  |
| 5      | Create opportunity for joint control i.e discipline of pupils/students by teacher and parents. | 1228      | 79.8 | 1823   | 78.8 | 3051  | 79.7    | 3.14 | 2354   | 76.2 | 3721  | 80.3 | 6075 | 78.7 | 3.15 |
| 6      | Enables school administrator identify pupils/students problems.                                | 1232      | 80   | 1924   | 83.2 | 3156  | 82.2    | 3.28 | 2339   | 75.8 | 3904  | 84.3 | 6243 | 80.9 | 3.25 |
| 7      | Guide administrators in decision making about a student                                        | 1155      | 75   | 1800   | 77.9 | 2955  | 76.7    | 3.07 | 2690   | 87.1 | 3273  | 70.7 | 5963 | 77.2 | 3.08 |
| 8      | Guide school heads in the admission of students                                                | 886       | 57.5 | 1941   | 84   | 2827  | 73.4    | 2.94 | 2180   | 70.6 | 3427  | 74   | 5607 | 72.6 | 2.92 |

Source: Computed from filed work

Note: These data were generated thus.

Secondary School: male teachers  $n_1 = 385$ , highest rating 4, each item  $4 \times 385 = 1540$ Secondary school: Female teachers  $n_2 = 578$  highest rating 4, each item  $4 \times 578 = 2312$ 

Subtotal = 3852

Primary School: Male teacher  $n = 772$ , highest rating 4, each item  $4 \times 772 = 3088$ Primary School : Female teacher  $n = 1158$ , highest rating 4, each item  $4 \times 1158 = 4632$ 

Subtotal = 7720

Grand Total = 11572

N = 2893

**Table 3: Bivariate frequency table showing primary and secondary school heads and teachers perception on ways family history could enhance management of pupils and students in schools.**

| Level of school / Teachers | Four Likert scale |              |             |            | Total |
|----------------------------|-------------------|--------------|-------------|------------|-------|
|                            | SA (4)            | AS (3)       | D (2)       | SD (1)     |       |
| Primary Teachers           | 509 (505.4)       | 662 (669.4)  | 177 (179.3) | 77 (70.9)  | 1425  |
| Secondary Teachers         | 279 (284.1)       | 385 (376.2)  | 103 (100.8) | 34 (39.9)  | 801   |
| Primary Headmasters        | 181 (179.1)       | 234 (237.23) | 63 (63.54)  | 27 (25.14) | 505   |
| Secondary Principals       | 57 (57.5)         | 78 (76.1)    | 21 (20.4)   | 6 (8.1)    | 162   |
| Total                      | 1026              | 1359         | 364         | 144        | 2893  |

Source: Computed from field work

DF= 9,  $\chi^2$  cal = 2.664,  $\chi^2$  critical value = 16.92, not significant at 0.05

Note: Frequencies in brackets ( ) are the calculated expected frequencies

**Table 4: Chi – Square contingency table showing male and female teachers. perception on the identified ways in which family history could enhance the management of pupils and students in schools.**

| Sex of teacher | Four Likert scale |             |             |           | Total |
|----------------|-------------------|-------------|-------------|-----------|-------|
|                | SA (4)            | A (3)       | (1) (2)     | SD (1)    |       |
| Male           | 304 (314.7)       | 401 (412.2) | 131 (118.7) | 54 (44.4) | 890   |
| Female         | 483 (472.3)       | 630 (618.8) | 166 (178.3) | 57 (66.6) | 1336  |
| Total          | 787               | 1031        | 297         | 111       | 2226  |

Source: Computed from field work

DF= 3  $\chi^2$  cal = 6.6903,  $\chi^2$  critical = 7.81

Not significant at 0.05

Note: Figures in bracket ( ) are the expected frequencies.

**Table 5: Bivariate Frequency distribution table showing primary and secondary school urban head and teachers and rural heads and teachers perception on identified ways in which family history could enhance the management of students in schools.**

| School Location / Rank   | Four Likert scale |             |           |           | Total |
|--------------------------|-------------------|-------------|-----------|-----------|-------|
|                          | SA (4)            | A (3)       | D (2)     | SD (1)    |       |
| Rural Primary Head       | 81 (80.2)         | 105 (106.2) | 28 (28.4) | 12 (11.2) | 226   |
| Rural Primary Teachers   | 220 (220.5)       | 291 (292.2) | 79 (78.3) | 32 (31)   | 622   |
| Rural Secondary Heads    | 26 (25.5)         | 35 (33.8)   | 9 (9.1)   | 2 (3.6)   | 72    |
| Rural Second. Teachers   | 120 (121.6)       | 171 (161.1) | 40 (43.2) | 12 (17.1) | 343   |
| Urban Primary Head       | 100 (98.9)        | 129 (131.1) | 35 (33.1) | 15 (13.9) | 279   |
| Urban Primary Teachers   | 289 (284.8)       | 371 (377.2) | 98 (101)  | 45 (40)   | 803   |
| Urban Second. Heads      | 31 (31.9)         | 43 (42.3)   | 12 (11.3) | 4 (4.5)   | 90    |
| Urban Secondary Teachers | 159 (162.4)       | 214 (215.1) | 63 (57.6) | 22 (22.8) | 458   |
| Total                    | 1026              | 1359        | 364       | 144       | 2893  |

Source: Completed from field work.

perception on ways family history could enhance management of pupils and students in schools.

### Hypothesis III

There is no significant difference between urban and rural primary and secondary school head and teachers perception on the identified ways in which family history could enhance the management of pupils and students in schools.

DF= 21,  $\chi^2$  cal  $\pm$  5.004,  $\chi^2$  critical value = 32.67.

In table 5, since calculated chi-square value of 5.004 is less than table value of 32.67 result is

not significant and the null hypothesis is accepted. There is no significant difference in the perception of rural and urban primary and secondary school heads and teachers on the identified ways in which family history could enhance the management of pupils and students in schools.

### DISCUSSION

The analysis unfold three findings. First, primary and secondary school heads and teachers in Delta State, Nigeria are quite aware of

the ways in which family history could enhance the management of pupils and students in schools. These are, facilitates the provision of guidance and counselling service, promotion of a cordial relationship between the school and parent, identification of pupils and students problems and guide school administrators in making decision and discipline of pupils and students. These findings are different from the views of the Nigerian public, when school authorities demand for the family history of pupils and students. However, they are consistent with those of (Oyedemi et al., 1995).

The second findings was that the perception of school heads and teachers does not vary from each other significantly on ways in which family history could enhance the management of pupils and students in schools. This is an indication that primary and secondary school academic personnel are in agreement on the important role of family history on the effective and efficient management of pupils and students in schools.

The third findings was that rank of teachers school location and sex of school heads and teachers does not affect the perception of school heads and teachers in the identification of the ways in which family history could enhance the management of pupils and students in schools.

School heads and teachers as fathers and trained human managers could reduce pupils and students academic problems indiscipline behaviour and dropout rate, through psychological satisfaction and provision of basic necessities to children from poor families, motivation of pupils and students neglected by their parent. Teachers should avoid and educate parent on the effect of corporal punishment on children. These findings provide solutions to some of the causes of poor academic achievement and student dropout from schools in the findings of Badu (1996), Zimmerman (1992), Weiss (1998).

## CONCLUSION AND RECOMMENDATIONS

The relevance and significance of family history in the management of pupils and students in schools as perceived by school heads and teachers were; facilitates the provision of guidance and counselling services, promotion of cordial relationship between the school and parents identification of pupils and students problems, guide school administrators in making decision and discipline of pupils and students.

There is no significant difference between school heads and teachers perception on the identified ways in which family history could enhance the management of pupils and students in schools. Adequate utilization of pupils and students family history could enhance effective and efficient school management.

The following recommendations are therefore made for adequate utilization of these findings. Parents should provide the current and correct family history to school administrators and teachers.

School administrators should keep records of family history of pupils and students in schools. Teachers and school administrators should utilize pupils and students family history when dealing with them individually or as a group.

The ministry of education, Inspectorate Division should make it compulsory for schools to keep family records which are currently not available in schools (Nwandiani, 1995).

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