

**SOME NON-INTELLECTIVE PREDICTORS OF ACADEMIC PERFORMANCE  
OF STUDENTS IN OYO TOWNSHIP**

**ADIKA, LAWRENCE OLAGOKE**

Department of Educational Psychology,  
Oyo State College of Education, Oyo  
[lawadika@yahoo.com](mailto:lawadika@yahoo.com)

**Dr. 'SOJI AREMU**

Department of Guidance and Counselling  
University of Ibadan, Ibadan  
[sojiaremu@yahoo.co.uk](mailto:sojiaremu@yahoo.co.uk)

---

**ABSTRACT**

*The study investigated some correlates of academic performance among selected students in Oyo township. The study employed a descriptive survey design while the study sample included one-hundred and fifty participants randomly selected from the three local government areas in the town. A self-designed instrument tagged "Causatives of Academic Performance Scale" was used to generate data for the study, while the t-test statistics was used to analyze the data collected. Three null hypotheses were tested at 0.05 significant level. The findings revealed that family background, parental educational level, and students' health status are factors in students' academic performances. One of the major implications of the study is that stakeholders in the education industry should ensure the child learns under conducive and favourable physical and social environment for maximum academic performance.*

## **Introduction**

Learning outcome has become a subject matter of importance to stakeholders (Educational Psychologists, teachers, academics, school administrators and managers, policy maker and planners, counsellors, psychometricians parents, etc) in education and to a large extent, to students who are the direct beneficiaries or victims of the outcome (Aremu, 2001, Aremu, Oluwole & Fayombo, 2001). Aremu (2001) refers to this outcome as the end product of any academic investment.

Academic achievement has different parameters such as academic performance, poor academic performance and academic failure. Aremu (2001) noted that academic failure is not only frustrating to the students and the parents; its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Likewise, Aremu and Adika (2001) submitted that academic performance is interestingly important in that it is the fundamental premium upon which all teaching-learning activities are measured using some criteria of excellence.

A growing number of educational psychologists, scholars, academics, school administrators, public commentators, and policy makers have concluded that, performance in public examinations fall short of the desired standard. Aremu *et al* (2001) then surmised that the consequential crises of poor academic performance are enormous and psychologically debilitating.

Aremu, *et al* (2001) submit that the search for the causations of poor academic achievement is unending. They then conclude that this has made the subject matter to enjoy flowering research attention. Some of the factors identified to be responsible for poor academic performance include: motivational orientation, self-esteem, learning approaches, anxiety, intelligence quotient, emotional problems, study habits, teacher consultation and poor interpersonal relationships etc.

Bakare (1994) has made efforts to categorise factors militating against good academic performance into four principal areas – causations resident in the child, causations resident in the family, causations resident in the school, and causations resident in the society. Aremu (2000) adds the fifth causative concept-causations resident in the government.

## **Review of Literature**

Research on academic performance is on the increase (Wilson, 1977; Aremu, 1998; Aremu: 1999; Ajayi 1999; Alutu and Eraikhuemen, 1999), yet it seems clear from recent psychological literature that the last word is not yet said on the factors which determine performance in academic achievement situations (Bakare, 1975).

The search for these factors, right from the very beginning, has tended to go in two directions. In one direction has been the search for the intellectual factors in academic functioning (or malfunctioning) and this search – to all intents and purposes – has been fairly conclusive and successful. It is from the search in this direction that ample research evidence has emerged that although intellectual ability measures are at present the best single predictors of academic performance, they account, at most, for only half the variance not accounted for by intellectual factors that has started the second trail the search for the so-called non-intellectual, social economic, psychological or personality determinates of academic performance (Bakare, 1975).

Bakare (1994) advanced four basic causative phenomena that could affect an individual students' scholastic achievement. The factors (child, family, school and society) have been widely theorized by scholars to advance the clinical underpinnings of the causation. They have also made efforts to propose scientific remedies (Bakare, 1994). The four causative variables have however not been used jointly to predict the academic performance of learners. The quest to break this ground and advance the frontiers of knowledge made Aremu (2000) not only to add government as the fifth causative variable, but also to use them as measuring and predicting factors in the academic performance of learners.

Other variables have been found to be significant to students' scholastic achievement. For instance, Rousseau (1996) assesses the relationship between school performance and students' personality and discovers that academic achievement is associated with emotional problems of the learners.

Aremu (1999) submits that students whose parents adopt the democratic style of parenting fare better in their performance than their counterparts whose parents are autocratic. Taylor (1995) also found that students whose parents adopt autocratic parenting style scored lower grades in school. Also, students whose parents were permissive scored lower grades. Recent studies place high premium on the importance of positive parenting. In effect, a warm and positive parent-children interaction could serve as a boost to academic performance (Aremu, 2001).

Also children of educated and affluent parents generally have more advantages and opportunities for achievement. Educated parents encourage their children to have relationships with peers who share their values, especially values of achievement (Wentzel & Feldman, 1993; Williams & Radin, 1993).

Although, parents in all socio-economic status groups are frequently reported to value education and want their children to succeed, parents with higher socio-economic status tend to be more active in their children's education and have higher expectations of their children's career choices (Alspaugh & Harting, 1995, Gulman & Eccles, 1999; Juang & Silbereisen, 2002).

In some ways, children in single-parent families are at greater risk than children in other types of families. Even when they have the same academic abilities, children in single-parent families are three times more likely to drop out of high school than children from two-parent families (Thiessen, 1997; Zimilics & Lee, 1991). Because they are the primary and frequently sole source of financial support for the family, single parents have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement (Astone, & McLanahan, 1991; Mulkey, Crain & Harrington, 1992; Thiessen, 1997). According to Mulkey, Crain & Harrington (1992) among children in single-parent families, those from mother-absent households earn lower science grades than children from father-absent homes. No matter which parent is missing, children from single-parent families generally find it more difficult to connect with school.

However, some researches suggest that the factor that has the greatest impact on student achievement is not family structure but income (Battle, 1998; Knox, 1996; Milne, Myers, Roseenthal & Ginsburg, 1986; Mulkey, Crain & Harrington, 1992; Thompson, Thomas & McLanahan, 1994). Studies that consider the influence of both family configuration and income find that there is little difference in the academic performance of children from two-parent and single-parent homes when family income is equal (Battle, 1998; & Knox, 1996).

Family income also influences parent support and involvement in education – factors related to school achievement. Students who regard their parents as warm, firm, and involved in their education earn better grades than their classmates with uninvolved parents (Deslandes, Royer & Turcotte, 1997). In these families, parent support acts as a protective factor countering some of the risk factors these children encounter. Although economic pressures often limit or prevent parent involvement in single-parent families,

when single parents make the effort to support their children's education, their effort acts as a protective factor.

Students reared in families characterized by parental monitoring fairness, and warmth have higher academic achievement than students who come from either unsupervised or highly controlled families (Steinberg, 1996). Uninvolved parents can undermine adolescents' interests in school work and school activities (Steinberg, 1996).

School characteristics that also play key roles in the academic performance of adolescents and predict positive school trajectories include school activities (Eccles & Barber, 1999), school size (Reynolds, 19991), and parent involvement in school functions (Steinberg, 1996).

From the foregoing, it is evident that factors like the child/learner, the school, the society, the family and the government in no small way affect academic achievement of learners. This study therefore analyses the influences of these factors on students academic performance in selected schools in Oyo township.

### **Research Hypotheses**

Three null hypotheses were formulated for this study and analysed at 0.05 significance levels.

1. There is no significant difference in the academic performances of students from educated and uneducated parents.
2. There is no significant difference in the academic performances of students from separated parents and those from intact homes.
3. There is no significant difference in the academic performances of perpetually ill students and those who rarely took ill.

### **Methodology**

#### **Population and Sample**

The target population for this study comprises of students in Oyo town. However, because of the large number of schools and students, a simple of 3 schools (one from each Local Government Area in Oyo town) were used for the study. Fifty (50) Senior Secondary School 1 students were randomly selected from each school with the use of sample random sampling technique making a total of 150 participants.

### **Instrument**

The instrument used was a self-designed questionnaire tagged “Causatives of Academic Performance Scale (CAPS)”. The scale has two sections. Section A describes the demographic information of participants, while section B comprises of 25 question items graded on a 5 point Likert format.

### **Validity and Reliability of Instrument**

The self-designed instrument was subjected to vetting and criticism by experts in the field of psychometrics and the suggestions were incorporated into the final draft of the scale. This ensured the content validity of the scale.

For its reliability, a test-retest reliability measure was conducted to test the instrument after two weeks of the first administration. The reliability co-efficient was found to be 0.98 which seemed satisfactory.

### **Procedure for Data Collection**

The researchers sought the permission of the school principals of the sampled schools before administering the scale on selected participants with the assistance of some school teachers as research assistants.

The questionnaires were administered after thorough explanations were given to the participants and retrieved after about thirty minutes.

### **Data Analysis**

The student t-test statistical method was used in analyzing the data collected at 0.05 level of significance.

### **Results**

The results of the three hypotheses stated for this study is presented in tables 1-3.

**Hypothesis 1:** There is no significant difference in the academic performances of students from educated and uneducated parents.

**Table 1: Showing the difference in the academic performances of students from educated and uneducated parents.**

Variables	N	$\bar{X}$	SD	df	t. crit	t. obs.	P.
Students from educated parents	110	124.1	24.7	148	1.98	2.93	Rejected
Students from uneducated parents	40	71.1	17.6				

Table 1 shows the difference between the performances of students from educated parents and students from uneducated parents. The result shows that the observed t value (t. obs) is greater than the t. crit. This implies that a significant difference exists in the academic performances of students from educated and uneducated parents. The hypothesis is hereby rejected.

**Hypothesis 2:** There is no significant difference in the academic performance of students from separated parents and those from intact homes.

**Table 2: Showing the difference in the academic performances of students from separated and intact homes.**

Variables	N	$\bar{X}$	SD	df	t. crit	t. obs.	P.
Students from intact homes.	90	95.5	21.8	148	1.98	4.17	Rejected
Students from separated homes.	60	106.2	26.4				

Table 2 above shows the result of the difference in the academic performances of students whose parents are intact and those with separated families. The result reveals that the t. obs. is greater than the t. crit., which implies that a significant difference exists in the academic performances of students from intact homes and those from separated homes. The hypothesis is therefore rejected.

**Hypothesis 3:** There is no significant difference in the academic performances of perpetually ill students and those who rarely took ill.

**Table 3: Showing the difference in the academic performances of students who are often sick and those who are rarely sick in the school.**

Variables	N	$\bar{X}$	SD	df	t. crit	t. obs.	P.
Students who are often sick.	70	75	20.8	148	1.98	2.05	Rejected
Students who are rarely sick.	80	92	11.8				

Table 3 above reveals the difference in academic performance of students who often fall sick and those who rarely do. The t. obs. is greater than the t. crit ( $2.05 > 1.98$ ). This implies that significant difference exists in the academic performances of the students who are often sick and those who rarely do. The hypothesis is therefore rejected.

### Discussion

The first hypothesis which sought to see the difference in the academic performance of students from educated and uneducated parents was rejected. This implies that significant difference exists in the academic performances of students whose parents are educated and those whose parents are not. This confirms earlier studies which show that children of educated and affluent parents generally have more advantages and opportunities for achievement (Wentzel & Feldman, 1993; Williams & Radin, 1993). The researchers also affirm that educated parents encourage their children to have relationships with peers who share their values, especially values of achievement.

Hypothesis two sought to see the difference between the academic performances of students from separated homes and those from intact homes. The hypothesis was rejected meaning that significant differences exist. The family is the first agent of socialization a child comes in contact with. Whatever interaction the child has in the family will go a long way to affect his future adjustment and determine his personality in and outside the school system (Blair, 1975). Gulliford (1994) in his theory of personality traced academic failure to various kind of social disadvantages such as parental deprivation and deprivation of acceptable standard of child care. Soka (1992) also suggested that the absence of a father in the home may not provide identity model for the adolescent and may make them deficient in their academic performance. Also, Aremu (2000) found that there is a relationship between students' academic performance and the home/family.

Also, Thiessen (1997); Zimilias and Lee (1991) found that children in single-parent families are at greater risk than children in other types of families. In the same vein, Astone and McLanahan (1991); Mulkey, Crain & Harrington (1992); and Thiessen



(1997) found that because single parents are the primary and frequently sole source of financial support for the family, single parents have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement.

Hypothesis three sought to find the differences in the academic performances of students who are often sick and those who rarely do. The hypothesis was rejected which implies that differences exist in the academic performances of students who are often sick and those who do not. This result proves that the role of health in the academic performance of students cannot be over emphasized. This was corroborated by Aremu (2000) when he found a correlation between the learner's state of health and his academic performance. Peaker (1967) also suggested that a student's performances will be badly affected if he or she frequently falls sick. This will prevent his regular attendance in school which will consequently lead to bad performance.

### **Conclusion**

Research on students' academic performance is an ongoing one. Psychologists, educationists and other stakeholders in the education industry are seeking for factors precipitating the dwindling academic fortune of students. This study has added to the body of knowledge on the causative factors in academic performances. It can be concluded here therefore that: parental educational level/status, students' family background and state of health have significant influence on academic performances.

### **Implications of Findings**

The implications of the findings are:

- i. The teachers, parents government agents and other stakeholders in education should take into cognizance the child's environment and make it more conducive, because it can affect the performances of students.
- ii. Parents must adopt an all-involving strategy in taking children to be academically sound. Parenting becomes effective when both parents are involved.
- iii. Stakeholders in the education sector must have an holistic view of students' personality, health, parenting style, economic background and environment in determining academic success.

## References

- Ajayi, T.A. (1999): Analysis of teachers job performance and secondary school students; academic achievement and their relationship. *African Journal of Educational Research*, 5 (2): 85 - 90.
- Alspaugh, J.W. & Harting, R.D. (1995): "Transition effect of school grade-level organization on student achievement", *Journal of Research and Development in Education*, 28: 145 - 149.
- Alutu, A. and Craikmemen, L. (1999): Comparative Study of the Academic Performance of Some Selected Private and Public Junior Secondary Schools Students in Egor Local Government Area of Edo State. *African Journal of Education Research*, 5 (2): 121 - 130.
- Aremu, S. (1998): Effects of television on the academic performance on child. *The Exceptional Child*, 2: 110 - 114.
- Aremu, S. (1999): Effects of gender and parenting style on academic performance of undergraduate students of a Nigerian University. *African Journal of Educational Research*, 5 (1): 169 - 174.
- Aremu, S. (2000): *Academic Performance 5 – Factor Inventory*. Ibadan: Sitting-Horden Publishers (Nig. Ltd).
- Aremu, S. (2001): Development and Validation of Academic Performance 5 Factor Inventory. *Ibadan Journal of Educational Studies*, 1 (2): 321 - 334.
- Aremu, S. and Adika, L. (2000): The Development and Validation of Academic Performance 5 Factor Inventory. *An Unpublished Manuscript*, Department of Guidance and Counselling University of Ibadan, Ibadan.
- Aremu, S.; Falaye, J. and Oluwole, D. (2001): Individual, family, school, society and government: A Multiple Regression Analysis of a Nigerian University Undergraduates' Scholastic Achievement. *An Unpublished Manuscript*, Department of Guidance and Counselling, University of Ibadan, Ibadan.

- Aremu, S.; Oluwole, D. and Fayombo, G. (2001): Secondary school students' academic performance. *An Unpublished Manuscript, Department of Guidance and Counselling, University of Ibadan, Ibadan.*
- Astone, Nan M.; & McLanahan, Sara S. (1991): Family structure, parental practices, and high school completion. *American Sociological Review*, **56** (3): 309 - 320.
- Bakare, C. G. M. (1975): Some Psychological Correlates of Academic Success and Failure – *Journal of Educational Research*, **2** (1): 11 – 22.
- Bakare, C. G. M. (1994): Mass Failure in Public Examinations: Some Psychological Perspectives. *Monograph, Department of Guidance and Counselling University of Ibadan, Ibadan.*
- Battle, Juan J. (1998): What beats having two parents? Educational outcomes for African American students in single-versus dual-parent families. *Journal of Black Studies*, **28** (6): 783 - 801.
- Blair, G. (1975): *Educational Psychology*. New York: Macmillan Publishers.
- Deslandes, Rollande; Royer, Egide; & Turcotte, Daniel (1997, Fall): School achievement at the secondary level: Influence of parenting style and parent involvement in schooling. *McGill Journal of Education*, **32**: 191 - 207.
- Eccles, J. S. & Barber, B. L. (1999): Student council, volunteering basketball, or marching band. What kind of extracurricular involvement matters? *Journal of Adolescent Research*, **14**: 10 - 43.
- Gutman, L. M. & Eccles, J. S. (1999): Financial strain, parenting behaviour, and adolescents; achievement: Testing model equivalence between African American and European American single and two-parent families. *Child Development*, **70**, 146 - 1476.
- Juang, L. P. & Silberceisen, R. K. (2002): The relationship between adolescent, academic capability beliefs parenting and school grades. *Journal of Adolescent in Research*, **25**: 3 - 118.

- Knox, Virginia W. (1996): The effects of child support payments on developmental outcomes for elementary school-age children. *Journal of Human Resources*, 31 (4): 816 - 840.
- Milne, Ann M.; Myers, David E.; Rosenthal, Alvin S.; & Ginsburg, Alan. (1986): Single parents, working mothers, and the educational achievement of school children. *Sociology of Education*, 59 (3): 125 - 139.
- Mulkey, Lynn M.; Crain, Robert L.; & Harrington, Alexander, J. C. (1992): One-parent households and achievement: Economic and behavioural explanations of a small effect. *Sociology of Education*, 65 (1): 48 - 65.
- Reynolds, A. J. (1991): The middle schooling process: Influences on science and mathematics achievement from the longitudinal study of American youth. *Adolescence*, 26: 133 - 158.
- Rousseau, A. (1996): School Performance and Emotional Problems in refugee children in America. *Journal of Orthopsychiatry*, 66 (2): 239 - 251.
- Thiessen, S. (1997): Effects of single parenting on adolescent academic achievement: Establishing a risk and protective framework. Unpublished Manuscript.
- Thomson, E.; Hanson, T. L.; & McLanahan, S. (1994): Family structure and child well-being: Economic resources vs. parental behaviours. *Social Forces*, 73 (1): 221 - 242.
- Zimilies, Herbert, & Lee, Valerie E. (1991): Adolescent family structure and educational progress. *Developmental Psychology*, 27 (2): 314 - 320.