

Family Stability Variables And Younger Adult Learners' Study Habits In Nigeria Higher Institutions

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Abstract: *This study focused on family stability variables and younger adult learners' study habits in higher institutions in Nigeria. The purpose of delving into this title is that researchers have already discovered that majority of the students in the learning institutions are yet to acquire good study habits that can lead to effective learning. Using a quantitative method of research, this study was conducted using 200 undergraduate students from four faculties in University of Calabar, Cross River State, Nigeria. Random sampling technique was utilized in identifying the respondents. Family stability variables questionnaire was constructed by the researchers to measure students' study habit ($r = 0.79$). Data generated was analyzed using inferential statistics of Pearson product moment correlation and multiple regressions at 0.05 level of significance. It was found that family characterized with family stability variables such as closely knitted, solidified by love, understanding, respect, caring and socialisation is of significant importance in the acquisition of knowledge skill and competence. Consequently, it was recommended that, strong family ties should be encouraged in improving study habit among young adult learners. Also, parents and teachers must respond and relate with learners in ways that convey a sense of affection.*

Keywords: *Family stability variables, young adult learners' study habits, higher institutions and Nigeria.*

I. INTRODUCTION

Study is basic to the acquisition of knowledge. It is the conscious effort made by the learner to acquire knowledge in his/her academic and affective development. The need for students to study stems out of the beliefs that study is sine qua non to success. Hence, it is correctly assumed that it is only students who give themselves to hard work that can subsequently triumph over their study programme in the end. There is no gainsaying the fact that, study habits, especially the development of the right study habits either for academic work or other life is a basic learning outcome of intrinsic worth that a country's educational process would want to inculcate in her populace.

One point has to be made clear that study habit has to be conscious and deliberate. Hence, the individual that engages in study should be aware of the task he/she sets for his/her self. The possession of good study habits involves activities like concentration, attending to homework /assignment, reading

and taking note, preparation for examination, and so on. Unfortunately, majority of students in the learning institutions are yet to acquire good study habits that can lead to effective learning. Observably, poor study habits ranked highest when compared with other factors responsible for poor academic performance. This fault can both be traceable to the students and the institutions that have not realised the importance of home factor in the overall success of their students.

Studies have shown that the family and its structure play a significant role in preparing children for academic advancement. The nature of the family which a child belongs has a lot of influence on the general life pattern of the child. Therefore, the family shapes children's behaviours toward school through provision of learning opportunities. Ushie, Emeka, Ononga and Owolabi (2012) conceives that a stable family is a family that is intact knitted together and experiences love, harmony and unity; family goals are easily achieved and the welfare of the child is guaranteed. Warm cohesive families with low level of interpersonal conflicts do a

better job of meeting children's physical and psychological needs than families characterized by high levels of conflict and disengagement from each other. Thus, family stability is the degree to which families provide continuity, cohesiveness and solidarity for children (Furstenberg & Andrew, 2005).

Family stability variables are described by closely knitted, solidified by love, understanding, respect for each other and socialisation (Edward & Ederigbe, 2013). Invariably, a stable family is one in which the members are united and accept each other's shortcomings, understand and appreciate the contributions of each members, always ready to assist, forgive and think on how to see the progress of each member and the entire family. A closely knitted family is one that is held together as by social or cultural ties. Crouter, Head, Mcttale and Tucker (2004) found that families who share more quality time together have much warmer family relationship resulting in better psychological adjustments and thus better academic performances.

A closely knitted family is also referred to as a happy family where attention is given to a child's emotional, social, spiritual, moral and academic needs. Where such attention prevails, the child academic performance tend to improve, tremendously as a result of the family background which also reflect in their performance and behavioural conformity to both the social and physical environment (Eke, 1999). In another study, Varma (2017) submits that, a closely-knit, contented family unit is a cherished ideal for adolescents' sound mental health. Adolescents express themselves better when their parents are warm and more involved in their lives. Valuing each other in a family is great, but not enough. Family members who do not spend time together are also disadvantaged, because daily interactions increase the sense of cohesion in the families and provide opportunities for resolving minor conflicts. This simply indicate that, parental love is one of the essential requirements for development of good study habits by the adult learner, since study itself is a psychological process that affects his or her thinking, feeling, personality, social interaction and physical activities. These activities involve the student attending to academic assignment, concentrating in learning, absorbing facts, coding and reorganising the facts in the thought system to recall the relevant facts as occasions demand for their use.

Billings (2012) stated that children become delinquent because they are most often deprived of security, protection and love that should come from both parents and these impacts negatively on academic success of the child or children. In the same vein, Maina and Kitainge (2018) revealed that children in cohabiting –parent or single parent families show poor academic achievement and negative behavioural outcomes than children in a family that in composed of solidified love respect and care. In another submission, Maina et al (2018) observed that, mother – father relationships in a family comes with both positive outcomes such as happiness, understanding and positive child growth and sometimes negative outcomes such as family stress, divorce or repeated conflicts. These relationship effects have deep and lasting impacts on the physical, psycho-social and cognitive development of a child,. Sometimes, it is that biological parents tend to confer multiple developmental assets for their children, this may include: care –giving

stability economic resources and quality parenting and supervision which transforms into positive academic and behavioural outcomes.

However, in this study, Glenn (2015) pointed out that, the failure of most school children is as a result of poor family background characterized by lack of family unity, understanding, and availability of material care for the child. By implication, successful students are not isolated; they are connected to a set of family functions like understanding, unity, care, friendliness and co-operation. Glenn further maintained that, the society is a function of these two factors; namely: solidified family and moral family. Eze (2009) is of the opinion that understanding among family members promotes socialization and values, which will influence academic performance.

Ella, Odok and Ella (2015) submit that taking care of children and also making provision for their needs, especially educational needs, are very important in determining the academic performance of children. Contrary to the opinion that learning and reading begins in school, the first foundation of the child begins at home. A good and conducive home environment with adequate learning facilities would help to boost the intellectual and academic capability of the child. In Moloko, Keiichi and Shuhei (2016) study, family life stability that enhances academic performance of a child is predicated on the following conditions: family coping condition, the state of mind of the parents, the degree of family cohesiveness or family unity, the degree of responsiveness of the family members.

In another study, Gross (2017) reveal that, caring family significantly relate with family stability, which enhances a child academic performance. His findings reveal that, caring family is predicated on a stable home environment condition, where the child can experience childhood care filled with love and bonding. He maintained that, a stable family gives and shows love and appreciation for those who belong to it. Solidarity and a sense of caring interest influence a child academic performance. Gadsden (2003) as cited by Adewumi, Olojo and Faleme (2010) submits that children without parental care find themselves at higher risk discrimination, inadequate care, abuse and exploitation, and their well – being is often insufficiently monitored. Inadequate care environment can impair children's emotional and social development and leave them vulnerable to exploitation, sexual abuse and physical violence, all these affects their academic performance. Furthermore, Gadsden (2003) in Adewumi et al. (2010) aver that, a family in which there is greater parental involvement at early stage in children's learning positively affects the child's school performance including higher academic performance. This is because parents in the home are children first teachers. He concluded that; as a child move from infant to toddler and then to a preschooler, he/she learns how to speak, listen and write and read which later develop the child to achieve academically. Thus, influence of parents on children school achievement is rooted in family care as a fundamental unit.

The complex process of socialization of children by parents includes both discipline and supervision from childhood to adulthood. The purpose of socialization is to promote and prevent certain behaviours in the children. Amadi

and Segun (2013) referred family social status to be all the conditions and circumstances in the family which influence the child, physically, intellectually and emotionally. Within the family context, children gradually internalize social standards and expectations, a process that facilitates greater self-regulation skills and responsibility for their own behaviours (Halpenny, Nixon & Watson, 2010). Muola (2010) opine that children coming from difference family social status are affected differently by such family conditions, that is why some children have good family social status while some have poor social status. In an empirical study, Omoruyi (2014) observed that, every child in the society acquires initial education and socialization from parents and other significant person in the family. The nature of family which a child belongs has a lot of influence on the general life pattern of the child. Therefore, the family shapes children's behaviours and attitude towards school through provision of learning opportunities.

However, from the extant literature related to family stability variables, it could be seen that most of the previous studies circle around academic performance and achievement in general without much attention given to family stability and young adult learners' study habit. In addition, it could be seen that most of the previous studies were conducted using children from pre-primary and primary schools outside Nigeria, and more so the variables under study were treated as a single variables. Hence, the present study differs from previous studies by examining the combination of family stability variables (closely knitted, solidified by love, understanding, respectful, caring and socialization) and young adult learners' study habits in higher institutions of Nigeria.

RESEARCH QUESTIONS

- ✓ What is the extent to which family stability variables jointly relates with young adult learners' study habits in higher institutions?
- ✓ To what extent does family stability variables relatively contributes to young adult learners' study habits in higher institutions?

II. METHODOLOGY

This study employed the survey research design. The population for the study comprised all the undergraduate students of various faculties in the University of Calabar, Cross River state. Through the purposive and random sampling techniques, the following faculties and College in University of Calabar were selected; Education, Social Sciences, Agriculture, Arts and Medicine where a total of 40 students were randomly selected in each of the 5 faculties and college amounted to 200. In all, a total sample size of 200 (male = 95; female 105) students proportionately selected was used for the study. 80% of the total respondents have spent over two (2) years studying in selected faculties/college in the universities in Cross River State, Nigeria. Also majority of the respondents are those whose age ranges the two extreme age groups 21-25.

The main instrument for the study was questionnaire titled "Family Stability Variables and Young Adult Learners' Study Habit Scale" (FSVYALSHS). It was a 4-point rating scale questionnaire with reliability value 0.89 obtained through the Pearson Moment Product Coefficient method, after a test-retest of the instrument. This was done to establish the reliability of the instrument after its validation through experts' modification and ratification. The 200 copies of questionnaire were administered by the researchers. In all, a total of 196 copies of questionnaire were returned and 150 copies were certified valid for analysis. This reflects over 79% rate of instrument return for analysis. Data collected were collated and analysed using inferential statistical methods which include: Pearson product moment correlation (PPMC) coefficient as well as multiple regressions, and the research hypothesis was tested at 0.05 alpha level of significance.

III. RESULTS AND DISCUSSION

	SH	CK	SL	UN	RF	C	SO
Study Habit	1.000	-.188	-.133	-.279	.023	.140	.205
Closely knitted		1.000	.040	.161	-.085	-.002	.027
Solidified by love			1.000	.041	.090	.144	.111
Understanding				1.000	.008	-.014	.045
Respectful					1.000	.499	.419
Caring						1.000	.355
Social							1.000
Mean	42.84	32.68	51.90	26.77	23.01	25.67	24.21
Standard deviation	10.426	5.134	15.309	9.017	3.034	4.492	3.226

(a.) SH = Study Habit, CK = closely knitted, SL = Solidified by love, UN = Understanding, RF = Respectful, C = Care, SO – social (b.) Dependent. Variable: Young Adult Learners' Study Habit.

Table 1: Correlation Matrix between Family Stability Variables and Young Adult Learners' Study Habit

R	= .435 ^a
R Square	= .189
Adjusted R Square	= .155
Std. Error of the estimate	= 9.584

Model	Sum of square	Df	Mean square	F	Sig.
Regression	3061.731	6	510.288	5.556	.000 ^a
Residual	13134.429	143	91.849		
Total	16196.160	149			

Table 2: Model Summary of Regression ANOVA showing prediction of family stability variables and young adult learners' study habit

Model	Unstandardized coefficients		Standardized coefficients			Correlation	Collinearity Statistics	
	β	Std. error	Beta	t	Sig.		Zero-Partial	Tolerance VI F
1(constant)	50.526	9.093		5.557	.000			
Closely knitted	-.325	.156	.16	2.085	.039*	-.188	.1715	.96042
Solidified by love	-.103	.052	.15	1.981	.050*	.041	.1614	.97328

Understanding	-.294	.088	-	-	.001*	-	-	-	970	1.0
			.25	3.32		.27	26	.25		31
			4	8		9	8	1		
Respectful	-.521	.315	-	-	.100	.02	-	-	675	1.4
			.15	1.65		3	13	12		81
			2	5			7	5		
Care	.336	.207	.14	1.62	.106	.14	13	.12	716	1.3
			5	8		0	5	3		96
Socialization	.807	.274	.25	2.94	.004*	.20	23	22	789	1.2
			0	4		5	9	2		68

Table 3: Summary of multiple regression analysis of relative contributions of family stability variables to young adult learners' study habit

The correlation matrix result in Table 1 shows correlation coefficient between the six family stability variables (closely knitted, solidified by love, understanding, respectful, caring, socialization) and young adult learners' study habit. The result in Table 1 also shows the descriptive statistics of mean and standard deviation of family stability variables in predicting the dependent variable as presented. The result in the Table 1 shows young adult learners' study habit in higher institution is mostly highly correlated with understanding with correlation coefficients of .279. This indicates that understanding is perceived as the dominant family stability variable, and is significantly positively correlated with young adult learners' study habit. Closely knitted ($r = -.188$) and solidified by love ($r = -.133$) has significant negative correlation with young adult learners' study habit; while care ($r = .140$) and socialization ($r = .205$) are found with significant positive correlation with the criterion. And respectful had the least correlation coefficient ($r = .023$). However, the other relationship amongst the family stability variables was found to be significant at .05 and .01 alpha level.

Table 2 illustrates the multiple correlation R , the multiple correlation squared (R^2) and the adjusted squared multiple correlation (R_{adj}) which revealed how well the set of 6 predictor variables allowed reliable prediction of the criterion variable (young adult learners' study habit). Table 2 also reveals that the estimate of the model is significant ($R=.435$), Adjusted R square (115) and the R^2 (.189). Hence, estimated index of 11.5% of the variance contributes to all the independent variables that account for young adult learners' study habit by the linear combination. Therefore, the variance contribution percentage to the model observed in table 2 is as a result of the number of respondent used in the study. $F_{(6,143)} = 5.556$, Sig = .000. It equally shows that the combination of all the independent variables allows reliable predictor of young adult learners' study habit. Therefore, higher study habit is associated with closely knitted, solidified by love, understanding, respectful, caring and socialization. This simply implies that when young adult learners is closely knitted together with family members and experience love, respect, care and is socially attached to members of the family, study habit weaknesses are more likely to be overcome. This researcher tends to agree with Moreno, Estevez, Murgui and Musitu, (2009); Jaureguizar and Ibabe, (2012) who was of the view that positive family environment (parents-children affective cohesion, parental support, parental monitoring, confidence and openness, and empathic family communication) have been positively related to children's better behavioural and psychological adjustment.

Table 3 describe the Standardized Coefficient (beta weight), t value and p values that reveals the large influence of

predictor variables on the criterion variable, while the zero order, partial and part indicates tolerance and variable inflation factors (VIF) are the measures between the predictor's variables and can vary between 1 and 0. Hence, the closer the zero the stronger the relationship of the predictor variables. Also, V/F is an alternative measure of collinearity (reciprocal of tolerance) in which a large value indicates a strong relationship between predictor variables; therefore, the tolerance statistics presented in the coefficient. Table 3 indicated that all the predictor variables correlated among themselves and were tolerated in the model in a statistic range of .6 to .9. This shows that there is a linear relationship among the independent variables.

Though, the Beta (β) weights specified that only four variables out of the six predictor variables contributed significantly to the prediction of young adult learners' study habit in higher institutions in Cross River State. The four variables that contributed to the model are closely knitted [$\beta = -.160$, $t_{(143)} = -2.085$, $p < .05$], solidified by love [$\beta = -.151$, $t_{(143)} = -1.980$, $p < .05$], Understanding [$\beta = -.254$, $t_{(143)} = -.3328$, $p < .05$] and Social [$\beta = .250$, $t_{(143)} = 2.944$, $p < .05$]. The observed beta value of the analysis indicate that for every one unit changes in students closely knitted, solidified love, understanding, and social, there is a corresponding increase of -.160, -.151, -.254 and .250 of young adult learners' study habit. Other variables such as Care, respectful did not contribute statistically and significantly to the variance in the young adult learners' study habit. The significant increase in the study habit of young adult learners sheds more light on the importance of each of the family stability variables. Family stability variables account for effective learners' study behaviours. This lends credence to the assertion that adolescent of intact married families also tend to have superior outcomes educationally than those of alternative family structures because they have a better stable emotion. Learners growing up in intact families engage in more adolescent accepted behaviours, which help their grades and test scores.

IV. CONCLUSION AND RECOMMENDATIONS

It was concluded that family stability variables such as closely knitted, solidified by love, understanding, respectful, caring and social have strong relationships with young adult learners' study habit. This shows that the quality of family interactions has important associations with children's and adolescents' academic motivation and achievement, and with their eventual educational and occupational attainment. It was also concluded that variables such as Care, respectful do not have strong relationship with young adult learners' study habit.

In view of the findings, it was recommended that: parents and teachers should respond and relate with their children and students respectively in ways that convey a sense of affection. As such, strong family ties should be encouraged in improving study habit among young adult learners. Secondly, since the process of socialization of the child depends largely on both parents, seminars and symposia should be organized by appropriate agencies to enlighten parents on appropriate family relationships. This will help to equip them with the

appropriate skills they need to carry out their complimentary roles in the upbringing of their children which will eventually culminate to achievement of self –actualization later in life.

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