

CHAPTER ONE

INTRODUCTION

Background to the Study

Success in an educational institution is generally measured by academic achievements of the students therein. Over the years the importance of students doing well in schools has become a common concern to educationists, counsellors, psychologists, parents and society at large.

According to Bello (2012), Nigerian government devotes so much resources to education because they believe that good academic achievement, which means that students have acquired needed competence and knowledge, are what will provide a stable future. Barbar (2002) however, observed that inspite of all the positive efforts of the government towards education, there is a downward trend in students' acquisition of relevant skills and knowledge in the secondary schools. Albert (2010) pointed out that this trend often arise when the families fail to live up to their responsibility in parenthood.

Some students turn out to be high academic achievers, fulfilled and enhanced. These ones focus on task completion, acquiring skills, gaining competence and achieving self improvement, they demonstrate mastery of the contents of what they have learnt. On the other hand, some other students generally seem to be preoccupied with how others estimate them. They tend to seek to be recognized for higher performance by the public but they are generally incompetent and careless about gaining mastery. This study

emphasizes two categories of students; those who are highly motivated to gain mastery of learning tasks; these ones keep on striving to succeed even after experiencing failure. The other category of students are those whose focus is on gaining high grades and certificate without concern on whether or not they have the competence to backup the certificates. These students give up easily in the face of failure. This latter group tends to attribute their failure in school to external factors such as luck or task difficulty. In other words, it appears that while some students are motivationally oriented towards performance goals, some others are motivationally oriented towards gaining mastery; that is, they focused on achieving learning goals (Slavin, 2009). The motivational orientation of a student towards his/her academic pursuit is referred to as academic orientation.

Academic orientation refers to an individual's source of motivation which enhances his or her willingness to pursue mastery in academic tasks, exhibit interest, show positive attitudes and beliefs about him or herself Eccles and Wigfield (2013). Motivation for a student to perform academic task can either originate from an internal desire, for example, deep interest in the task or else from external compensation, such as gaining recognition from others. Academic orientation, which ever way, points to how students think about themselves, their academic work and performances. In the context of this work, academic orientation refers to ones motivational orientation to either focus on

gaining competence in skill acquisition, self improvement and subject mastery or in getting good grades, earning certificates and avoiding relative judgement.

Students' academic orientation can be characterized by four achievement profiles: mastery learning goal orientation, performance goal orientation, avoidance goal orientation and approach goal orientation. The present researcher however is interested in studying these four academic orientation zeroed into two profiles namely mastery goal orientation and performance goal orientation of students in Anambra State. Mastery oriented students strive to develop their understanding and competence at a task by exerting a high level of effort. According to Anderman (2012), showed that mastery goal orientation has been shown to promote adaptive patterns of learning which ultimately lead to high academic achievement and adjustment.

On the other hand, Convington (2008) stated that performance oriented students focus on getting good grades, take easy courses and avoid challenging situations. When they run into obstacles, they tend to become discouraged and their performance is seriously hampered. These students place emphasis on gaining recognition from others, thus they seek positive judgement of their competence and avoid relative judgement. Some of the performance oriented students, in a desperate bid to earn good grades for better performance, resort to all sorts of exercises such as "expo" during internal examination while others resort to "miracle centres" during certificate examinations where they seek external help (mercenaries) in order to make good grades. Unfortunately, some

parents are known to aid and support their children to go to these miracle centres. This means that some parents can by their words or actions encourage their children's internal desire and interest to pursue academic task to gain competence while others make them focus on earning certificates and recognition without recourse to whether or not they have the skills and competence to back up the certificates. Implicitly, parental actions are among the key factors responsible for children's desire to learn.

Factors responsible for differences observed among students and their motivation to learn and succeed have led various researchers to studying students and also family factors. Among the family factors that have been widely reported in literature as students motivation to learn are family structure on parental practices. Albert (2010) defined family as a group consisting of one or two parents with their children. Family is also seen as a universal human group with the key function of socialization of the new born. This definition attempts to specify who belongs to a family and what family does. In the context of this work, family refers to a small social system made up of individuals who are related to each other, sharing strong reciprocal affections and loyalties and living in a house hold that persists over the years. There are various family structures in existence. These structures can enhance or mar academic performance of the children there in. Frazier (2003) from his own perspective, defined family structure as the interaction between children and their parents:

whether biological parents, single parents or step parents living within one household.

Baker (2011) posited six types of family structures namely; nuclear family also known as (intact) family, extended family, single parent family, step parent family, grand parent family and polygamous family. Baker defined nuclear (intact) family as a family unit consisting of father, mother and their children living in the same household sharing the closest bond. Single parent family is also the type where children live with either father or mother who are divorced or separated. This family structure also arises as a result of choice of an individual or death of a spouse, he added. Barbari (2008) described step parent family as one where children may come from different parents and merge into one unit. It consists of a new wife or new husband and their children from previous marriages or relationship. Frazier (2003) defined extended family as a bigger family group that consists not only of parents and children but also include uncles, aunts and grandparents. He also stated that polygamous family is also seen as a large family group of more than one wife or husband at a time with their children living in a household. Baker (2011) also described grandparents' family structure as one where children tend to live and are raised by their grandparents. This family structure arises as a result of death of one or both parents of the children that automatically make them orphans. The present researcher however is interested in finding how these six family structures zeroed into three categories which typically exist in Anambra State; namely

nuclear (intact) family, single parent family and step parent could influence the academic orientation of in-school adolescents.

Some researchers believe that gender has influence and therefore contribute significantly to academic orientation of in-school adolescents. Goodman and Curian (2004) documented the relevance of family structure and parental practices on the academic orientation of the girl child and stated that female children in nuclear (intact) family structure tend to have higher achievements generally and learning goal orientation specifically and are less likely to exhibit behavioural problems in schools. MacDonald (2014) on his part stated that male children from single and step parents family structures are less likely to be monitored and controlled, pointing out that parental divorce and absence of a spouse from home tend to alter daily routine and work schedule of the parent in the home thereby imposing additional demands on the children.

Cobbs (2013) posited that students from intact family structure enjoy relational closeness and intimacy with their parents. This occurs through a gradual process of self disclosure, that is individuals making themselves known to one another by sharing personal information. He also stated that intact family, enjoy free flow of communication among themselves. These encourage interaction in the family and help parents to have interest and be involved positively in the education of their children. The closeness and interaction within the intact family will subsequently lead to the children having learning goal

orientation. Single parent family is where children live with either mother or father who is divorced, or separated. In this type of family structure, one parent may not be capable of controlling children in the family. There may be general non-availability of the parents at home as they engage in jobs to make ends met. This gap in the home results in to deficiencies and negative parenting. Usually there will be non existence of closeness, intimacy and cohesion between the single parent and their children. As a result, sharing of information and ideas between single parents and their children is degenerated which leads to withdrawal of disclosure. This will not provide enabling ground for the single parents to be involved in their children's education and there will be lack of communication between them. Withdrawal of disclosure will not provide parental monitoring and control and subsequently lead to students having performance goal orientations.

Some parents bring children from their previous marriage to live together in a household to form the step parent family structure. Step parent family does not give room for closeness, intimacy and penetration. There is no cohesion and may not enjoy free flow of communication among family members. Step parent family sometimes may not enjoy family love, peace and respect which encourage interaction among family members.

One of the major factors indicated in literature as influencing students' orientation towards mastery is parental practices. Parental practices are those aspects of raising a child by promoting and supporting the social, physical,

emotional and intellectual developmental needs of the growing child from infancy to adulthood. This implies that children cannot be expected to achieve much without good and positive parenting. In the context of this study positive parental practices refer to the behaviours parents exhibit as they raise their children, that is, all that parents do to support and enhance the development of their children comprehensively so that they can become responsible citizens.

Ebenebe (2008) posited five categories of parental practices implicated in positive parenting. These are: parental monitoring and control, parental care and support, parental value inculcation, parental encouragement, and parental practices towards effective learning and development of self regulation skills among the children. For students to succeed in school, there must be monitor and control. Parents having comprehensive overview of the activities of their children and knowledge of their where about, have been acclaimed to be an indicator of powerful positive parenting and a protective factor against negative youth outcomes. Barbar and Harman (2008) from their own perspectives noted that knowledge gaps by parents make it difficult for them to provide for their children the necessary guidance that would protect them from developing mal-adaptive behaviours that are inimical to progress.

Gerguson and Ronald (2007) observed that about half of the children's achievements in schools can be accounted for by care and support of parents. These, they said, included making sure that children are punctual to school, well rested, well fed, ready to learn, doing homework and projects as well as setting

high educational expectations for them. Lack of care and support in the education of the children culminate in poor motivation and consequently hinder academic progress.

The work of Morrow (2007) and Chan (2008) have also shown that in male child rearing, parental practices involving their cultural values and beliefs influence their interpersonal relationship, academic achievement, economic, political and social attributes. Whatever the case, they stated that positive parental values can promote a student ability to learn while negative parental values and poor academic orientation when transmitted can deter a students and can lead to delinquency.

Romans (2005) had posited that students need parental encouragement. According to Romanus, it promotes cognitive, social and positive emotions and it enhances communication, skills and ability to focus, when applied. In his own contribution, Carry (2005) stated that when children are not encouraged they feel neglected, intimidated and withdrawn from academic ventures. William also viewed closeness and intimacy between parents and their children as variables associated with high academic motivation and achievements. The conclusion therefore is that the higher the parental encouragement the more students tend to be motivated, to persist to achieve and so the more likely they would be oriented towards learning rather than performance goals.

Parental practices towards maintaining supportive self regulation among the children is a source of motivation. Self regulation according to Alder (2009),

is defined as an individual's ability to actively or passively monitor, evaluate, modify and exhibit ones behaviours, and emotions to attain personal goals. Raffali (2004) observed that those who fail to self regulate their behaviours and emotions are always in internal conflicts with themselves and are easily discouraged, show a kind of helplessness where they perceive their ability to be low. On the other hand, self-regulated adolescents do not feel helpless even where they perceive their ability to be low.

According to Aerneth (2011) the term adolescent refers to a youth who is in the transitional state of physical and psychological human development that generally occurs during the period of puberty to adulthood. This period is most closely associated with teenage years in secondary schools. In another study, Donald (2009) posited adolescent as a teenager in the transitional human development that occurs from ages 13 to 19. In the context of this work, adolescent is defined as a young person in the transition period between childhood and adulthood and within the teen years. He is usually associated with cognitive changes cumulating the ability to think abstractly.

While Collins (2007) and Maxwell (2008) assert that family structures has influence on the parental practices and academic orientation of in-school adolescents, some others such as Lewis and Martin (2011) posit that family structure has no influence on the parental practices and academic orientation of students. In Nigerian context today, influence of different types of family

structures and the non-availability of some parents at home for guidance invariably tend towards performance orientation of these students.

Fact, coupled with the suggestions emerging from literature, that the influence of family structure on parental practices and academic orientation of students are possible factors implicated in students' poor achievement and therefore, became the driving force for the present research.

Statement of the Problem

Problem of some parents not motivating their children towards learning goal, that will enable them focus on task completion, acquiring skills, have self-improvement, gaining competence and demonstrating mastery of content of what they have learnt has been a source of concern to the society at large.

Reports from Parents Teachers Associations (PTA) Meeting held at one of the Secondary Schools in Anambra State on the 29th October, 2013, discussed extensively and documented parents' inability to use parental practices to motivate students towards learning goals. The close observation of the researcher as a school guidance counsellor also showed that parents encourage their children to indulge in examination mal-practices during internal examination as well as help them go to 'miracle centres' during the external examinations where they will use mercenaries to get grades and obtain certificates at all cost. This situation obviously contributes to poor manpower development in the state and should be treated with utmost seriousness and urgency to curb and ultimately stop its existence in Nigerian schools.

Some parents appear to be unwittingly focused with inculcating values that are predominantly performance goals to their children; these performance goals include a normative, social comparison with others, a desire for public recognition for performance. This perhaps explains why many students tend to focus on getting good grades at all cost without concern on whether or not they have the knowledge, skill and competence to back up the certificates. This will however result in producing students who cannot initiate any profitable venture themselves and for the development of the nation especially in these days of no white collar jobs. Therefore, this study is designed to find influence of family structure on parental practices and academic orientation of students.

Purpose of the Study

This study was carried out to determine the influence of family structure on parental practices and academic orientation of in-school adolescents in Anambra State. Specifically, the study was carried out to determine;

1. The family structures of in-school adolescent in Anambra state
2. Influence of family structures on parental practices of in-school adolescents
3. Influence of family structure on academic orientation of in-school adolescents

Significance of the Study

To the guidance counsellors, the study would provide them with a working tool to effectively counsel students who come to them with academic

problem with regards to their structures and parental practices. To the parents, the study would help them appreciate how their home practices do predict to the motivational orientation of their children. This, in the final analysis is what orients children towards the goals they pursue in schools; either to gain mastery, acquire skills and competences and thus become problem solvers in the society and also entrepreneurs who have marketable skills or otherwise to pursue certificates and grades and become graduates without any saleable skills and thus remain searching for white colour jobs which is becoming very scarce these days. When such is the case, they become perpetual job seekers with certificate they cannot defend. These issues, if discussed extensively in the parents teachers association meetings can help parents change their practices where necessary.

To the teachers, results of the study would help them handle the effects of these parental practices on the students better, especially in giving special attention and help to those students that lack positive parental practices in their homes. To the students, results of the findings would help them to realize the negative consequences of having performance goal orientation in the pursuit of academic goals, in their future life, and therefore strive towards achieving learning goals.

To the future researchers, the study would benefit those who may wish to work in this area, using information collected from this study as data base.

Result of this study would be beneficial to education authorities, guidance counsellors, parents, teachers, students and future researchers. To the education authorities the study would help them to see students going to enroll for examination in miracle centre as having roots extending to family structures and parental practices. In this regard the education authorities will highlight the importance of Parents Teachers Association Meeting in schools where this ugly situation will be discussed and discouraged.

Scope of the Study

The study was limited to senior secondary school two (SS 2) students in Anambra State. It was delimited to determine if family structure influence parental practices and academic orientation of in-school adolescents. There are six categories of family structure listed in literature but the present study focused on three of these namely: intact, single and step parent family structures that are typically found in Anambra State. The study also focused on the following four out of the five major areas/components in parental practices as seen in literature:

1. parental monitoring, control and value inculcation
2. parental care and support
3. parental encouragement
4. parental practices towards effective learning and development of self regulation skills.

The study further focused on two orientation goals; such as learning goal orientation and performance goal orientation, to determine how family structure influence parental practices and academic orientation of in-school adolescent.

Research Questions

The following research questions guided the study;

1. What are the family structures of in-school adolescents in Anambra State?
2. What are the influence of family structures on parental practices of in-school adolescents?
3. What Influence has family structure on academic orientation of in-school adolescents?

Hypotheses

The following hypotheses will be tested at 0.05 level of significance

1. There is no significance influence of family structure on parental practices of in-school adolescents.
2. There is no significance influence of family structure on academic goal orientations of in-school adolescents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature related to this study is presented under the following sub-headings.

Conceptual Definitions

Family Structure

Parental Practice

Academic Orientation

Adolescent

Theoretical Framework

Social Learning Theory by Professor Albert Bandura (1969)

Theoretical Studies

Family Contextual Influences on Parental Practices and Academic Orientation

Parenting Styles of Family Structures

Parents' Involvement on Academic Orientation

Related Empirical Studies

Family Structures on Academic Orientation

Family Structures on Parental Practices

Summary of Literature Review

Conceptual Framework

Family Structure

The family connotes various meanings to different authors. Hoover and Bisley (2004) posited that a family is a group of people who live together, and are related by blood, marriage, law, or custom or members of one's intimate social group. Brook (2004) however observed that in the African context, family has a much wider circle of members than in Europe and North America. It includes parents, children, grand children, uncles, aunts, brothers and sisters who have their own children and other relations. Bronstein (2012) viewed family as a universal human institution in a small kinship structured group with the key function of socialization of the new born. A common phenomenon from these definitions however is that a family refers to a relatively small social unit that persist over generation and which is made up of persons who are directly or indirectly related.

Family Structure is defined by Barbar (2002) as the composition of membership of the family who are co-habiting with parents and their children interacting, whether biological parents, single parents or step-parent. Lewis (2004), views family structure as the framework of family members and their functions who are related by blood due to co-habitation, marriage, and adoption. He added, that some family structure have history in the number of parents in the family: for example divorced, separated, and remarried couples. McHenry (2008) described a traditional family structure in the United States as a family

support system involving two married individuals providing care and stability for their biological off spring. This family structure provides closeness, and shared activities among members, he stated.

In the context of this work, family structure is seen as a formation of membership of the family with different patterns of: nuclear (intact), single or step-parent living together in a household with their children.

Parental Practices

Parents in the process of parenting do various things and use various means which collectively are termed parental practices. Parental practices according to Alder (2009) have been conceptualized as a system of dynamically, inter-related dimensions which include monitoring, tracking, giving attention, structuring contents, negotiating, problems solving limit setting, motivation, setting values, goals and norms for the growing child. He also stated that parental practices when properly applied will promote the quality of the parent-child relationship thereby serving as a foundation for better academic achievement. McMahon (2003) views parental practices as successful attempts by parents to provide oversight of the activities and knowing the whereabouts of their children, which serves as protective factor against negative youth outcomes. Lengua (2006) defines parental practices as those variables parents used in upbringing of their children which enhance and maintain supportive self regulation among the children. According to him, these supportive self regulation enables the children to actively monitor, evaluate, modify and inhibit

their behaviour or emotions in accordance with societal standards and to attain personal goals. In this study parental practices is defined as that aspect of raising a child by supporting and promoting the physical, emotional, intellectual, cognitive and social developmental needs from infancy to adulthood in order to become good citizens.

Specifically, positive parental practices embody all those categories of activities namely (parental monitor and control, parental care and support, parental value inculcation, parental encouragement, and parental practices towards effective learning and development of self regulatory skills among children) which parents engage in while raising their children to promote their physical, emotional, intellectual and social development.

Academic Orientation

The concept of academic orientation has been variously defined by authors based on their personal conviction and biases. According Eccles and Wigfield (2013), academic orientation refers to how an individual interpret and react to tasks resulting in different patterns of cognition and behaviour. On the other hand Cobbs (2013) conceived academic orientation as those actions which foster the children's internal desire to engage in mastery tasks, acquiring skills, achieving self improvement and task completion or actions which make them aim at earning grades and certificates without competence to back up the certificate acquired. The definition of academic orientation proffered by Corno

(2012) refers to a person's set of beliefs that reflect the reasons why the person approaches and engages in academic and learning tasks.

Academic orientation is defined in the present work as one's motivational direction leading to a disposition to either engage in academic task for the goal of gaining competence demonstrating mastery of what one has learnt or the preoccupation with making good grades, earning certificates and gaining other peoples approval.

Adolescent

Adolescent is a young person who is in a transitional stage of physical and psychological human development that generally occur during the period from puberty to legal adulthood (Hull and Stanley, 2006). Arneth (2005) defined adolescent as a teenager in the period of human development that occurs after childhood and before adulthood, from ages 10 to 19. It represents one of the critical transitions in the life span, and usually associated with storm and stress. Altman (2007) viewed adolescent as a young person in a period of preparation for adulthood during which time several key developmental experiences occur, such as physical and sexual maturation, other experiences include movement toward social and economic independence. Carol (2008) however defined an adolescent as a young person who is in a transition period between puberty and adulthood in human development, extending mainly over the teen years and terminating when the age of majority is reached.

Adolescent from the researchers perspective is a young person in the process of developing. It is marked by menarche (first menstrual cycle in girls) and growth spurt in height and weight in males and females.

Theoretical Framework

Theoretical framework is discussed under the following heading:

Social Learning Theory

History

Albert Bandura the proponent of social learning theory was born on December 4, 1925 in the small town of Mundate in Northern Alberta, Canada. His father was from Poland and mother from Ukraine. He was educated in a small elementary school and the only one school (20 students and 2 teachers) in town with minimal resources, yet at remarkable success rate. During Summer vacation he worked in several places acquiring skills and filling holes protecting the Alaska, high way in the Yukon. While dealing with a lot of people and a horrifying encounter with bears he developed appreciation for psychopathology. He had degree in psychology in 1949 from University of British Columbia, and Ph.D in 1952 from University of LOWA. It was there that he came under the influence of behaviourist tradition and learning theory.

At 80 years of age Professor Albert Bandura continued to research and teach at Stanford University. He was well regarded for his social learning theory. It is a learning based on the ideas that people learn by watching what others do, and that human thought processes are central to understanding

personality. This theory is a frame work for understanding, predicting and changing human behavior.

Prior to 1960, he published theories of learning which heavily influenced by theories of classic conditioning, operant conditioning and the psychoanalytic concept of drives. In 1959, Noam Chomsky published his criticism of B.F Skinner's book verbal Behaviour. In his Review Chomsky stated that pure stimulus – response theories of behavior could not account for the process of language acquisition, an argument that contributed significantly to psychology's cognitive revolution.

Within this context, Albert Bandura studied learning processes, that occurred in interpersonal contexts and were not adequately explained by theories of operant conditioning or existing models of social learning such as the work of Julian Rotter. Specifically, Bandura argued that the weakness of learning approaches that discount the influence of social variables are nowhere more clearly revealed than in their treatment of acquisition of novel responses. Skinner's explanation of the acquisition of new responses relied on the process of reinforcement for components of behaviour and gradual change. Rotter's theory proposed that the likelihood of a behaviour occurring was a function of the expectancy and value of the reinforcement. This existing of the reinforcement, according to Bandura did not account for a responses that had not yet been learned.

Bandura therefore began to conduct studies of the rapid acquisition of novel behaviours through social observations, modelling and imitation, the most famous which were the Bobo doll experiment”

The “Bobo doll” experiment was the collective name of experiments conducted by Bandura in 1961 and 1963 when he studied children's behaviour after watching an adult model act aggressively towards a Bobo Doll, a toy that gets up by itself to a standing position when it is knocked down. There are different valuations of the experiment. The most notable experiment measured the children's behavior after seeing the model get rewarded, get punished or experience no consequences for beating up the Bobo doll. Bandura started empirical approaches to test social learning theory. He claimed that people learn through observing, imitating and modelling. He found from his experiment that people not only learn by being rewarded or punished (behaviourism), but they can learn from watching somebody, being rewarded or punished (Observational Learning). His experiment sparked more studies on the effects of observational learning.

Nature

Social learning theorists believe that children can be shaped by environment but only within the boundaries of biological or genetic constraints. In other words, nature sets the parameters and nurture fills the persons (cognition, biological factors) and the behaviour of the persons are interdependent forces operating simultaneously. Social learning theory believes

growth and development occur through a process called experimental learning, physical maturation, experience the world and cognitive development.

Experience the world

Bandura believed humans developed through experiencing the world. Experience the world is the process by which individuals learn through watching and perceiving their environment for example:- An individual experiences something in the social world, and interactions occur between individuals, and also children learn appropriate behavior's through observations and imitation. Behaviours are reinforced by other people in our environment, and because of that reinforcement, individuals become motivated to perform good behaviour, example: A child is watching Mickey mouse dance to music on television. The child gets up and begins dancing to the music also. The child's mother walks by and claps for the child who is still dancing along with the music. This child learns this behaviour, that dance is good, and performs his dance moves the next time he hears music.

Albert Bandura, the proponent of this theory posited that human behavior are learned observationally through modelling and environmental influences. Bandura (1969) outline three types of modeling stimuli that provide a wide range of learning from environmental influences.

1. Live Model
2. Verbal Instruction
3. Symbolic

Live Model

In which the actual person is demonstrating the desired behaviour.

Verbal Instruction

In which an individual described the desired behavior in detail and instructs the participants on how to engage in the behaviour.

Symbolic

In which modeling occurs by means of the media, including movies, television, internet, and radio. Stimuli can either be real fictional characters. Information that is seen from observation is influenced by the type of model, as well as a series of cognitive and behavioural processes, including the following; Attention Retention, Reproduction and Motivation

Attention

In order to learn, observes must attend to the modeled behaviour. Attention is impacted by characteristics of the observer (example perceptual abilities, cognitive abilities, arousal and past performance) and characteristics of the behaviour or event.

Retention

In order to reproduce an observed behaviour observer must be able to remember and retain features of the behaviour. Again, this process is influenced by observer characteristics and behaviour.

Reproduction

To produce a behaviour, the observer must organize responses in accordance with the model. Observers characteristics affecting reproduction include physical and cognitive capabilities.

Motivation

The decision to reproduce an observed behaviour is dependent on the motivations and expectations of the observer, including anticipated consequences.

Bandura also stated that through environmental observational learning, a model can bring forth new ways of thinking and behaving. With a modelled emotional experience, the observer shows an affinity towards people, places and objects. Children sometimes dislike what models care about. Television help contribute to how viewers see social reality. Media representation can influence people's social construct. Individuals depend heavily on what they see, hear or read. Social learning theory explains human behaviours in terms of continuous reciprocal and environmental influences.

Views of Bandura's Social Learning Theory

Professor Albert Bandura (1969) posited that learning is a cognitive process that takes place through observation or direct reinforcement. In addition to the observation of behaviour, learning also occurs through the observation of rewards and punishment. Social learning theory integrated behavioural and

cognitive theories of learning in order to provide a comprehensive model that account for a wide range of learning experiences that occur in the world.

The Key Tenets of Social Learning Theory are as follows

1. Learning is not purely behavioural: rather, it is a cognitive process that takes place in the social context.
2. Learning can occur by observing a behaviour and by observing the consequences of behaviour.
3. Learning involves extraction of information, from individuals. It also involves making decisions about the performance of the said behaviour (observational learning and modelling).
4. Reinforcement plays a role in learning but not directly responsible for learning.
5. In social learning, cognition, environment and behaviour, all mutually influence each other. Social learning theory draw heavily on the concept of modeling and learning by observing behaviour.

The social learning theory by Albert Bandura has become perhaps the most influential theory of learning and development. Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and

behaviour by watching other people. This is known as observational learning or modeling.

Social Learning Concepts: Albert Bandura (1969) reviewed two core concepts of social learning theory.

Observational Learning

In his famous Bobo doll experiment, Bandura demonstrate that children learn and imitate behaviours they have observed in other people. The children in Banduras studies observed an adult acting violently towards a Bobo doll. When the children were later allowed to play in a room with the Bobo Doll, they began to imitate the aggressive actions they had previously observed. Bandura identified basic models of observational learning as a live model, which involves individuals demonstrating or acting a behaviour, a verbal instruction model which involves explanation of behaviour. Finally a symbolic model, which involves real or fictional characters displaying behaviours in books, films, television programmes or online media.

Intrinsic Reinforcement

Albert Bandura noted that external environmental reinforcement was not only the factor to influence learning and behaviour. He described intrinsic reinforcement as a form of internal reward such as pride, satisfaction and accomplishment while many associate social learning theory with behavioural theories. Bandura himself describes his approach as “Social Cognitive Theory”

Counselling Techniques

Some techniques of behaviour modification have been developed as offshoots of these principles of social learning. These techniques are referred to as modeling techniques in social learning.

1. Live modeling
2. Film modeling
3. Symbolic modeling
4. Role playing
5. Behaviour rehearsal
6. Guide Practice

Live and symbolic modeling Technique

Observational learning has been demonstrated in the laboratory using rats, dogs, cats and other animals. Bandura studied young children who had a strong fear of dog, some of these children were shown a film of other children fondling with dogs fearlessly. Others watch children playing with dogs. The former is a symbolic model while the latter is a live model. The result of this technique indicated that both group improved, but judged by their ability to approach and handle rats without fear. It was however noted that the group that was shown live models made faster improvement.

Counselling Skills

Some of the skills involved in social learning theories include observation, punishment, imitation and modelling. Other classroom strategies

such as encouraging the students with praises, rewards and incentives are also rooted in social learning theory.

Educational Relevance

Families should draw teaching strategies and principles from social learning theory to enhance and motivate their children towards acquisition of skills, task completion and retention of knowledge in order to achieve mastery. Again using the techniques of guided participation and modeling good behaviour, parents are teaching their children to imitate and produce their actions and behaviours. An extension of guided participation is reciprocal learning, where both parents and children share responsibility in leading useful discussions and ideas indicating positive parental practices.

Additionally, parents can shape their children's behaviour by modelling appropriate behaviours and visibly rewarding their children for good behaviours and good academic performance. By emphasizing the parents roles as role models and encouraging the children to adopt the position of observers, parents can transfer knowledge and give positive parental practices to their children and thus enhance their learning outcomes. In the home environment where children spend most of their time, parents should use live models, verbal instructions and symbolic models which involve real or fictional character displaying behaviours in books, films, television programmes or online media on their children effectively in order to achieve and have learning goals.

Children should see their parents as role models, this can be done when parents discharge their duties effectively to their children. Any deviant child in the home should be controlled and should be shown the proper way to behave through social learning counselling skills and techniques. Parents should use proper observational learning for effective parental monitoring and control of their children.

Finally, parents should be good role models to their children for positive parenting practices and the children should also imbibe the observational learning from their parents in order to imitate the good behaviour that has been modelled for their general good conduct and good academic orientation.

Theoretical Studies

Theoretical studies are discussed hereunder:

Family Contextual influences on Academic Orientation

Steinberg (1991) defined family as a social unit in any society and it is the source of early stimulation and experience in children. The home predicts the child at the most possible time of his life, at a time his mind is most receptive. The family provides the first impression which may last through the child's life. The child often sees the parents, siblings and things in their immediate environment to be most significant and are capable of promoting or diminishing him in self-worth, and academic performance. Lengua (2006) posited that family conditions provide immediate surroundings in which children find themselves. It is also referred to as the physical and psychological conditions

that affect children learning for their children. Furthermore, in pupils homes some factors that influence their academic performance include: parental financial status, parental marital status and parental home location. Parental educational background could be seen in the way parents and other educated people in the home get involved in encouraging their children to learn, as well as guiding the children in doing their home work, pronounce words correctly and practice how to make correct sentences. These will help in laying good educational foundation for self-expression, confidence in speaking good English.

Lewis (2009) on the aspect of parents financial status and students academic orientation, emphasized the ability of parents to provide necessary facilities or materials that will help in motivating children to learn. This include family providing mini library at home for the children which will contain text books, story books, picture books and spelling charts which will them to learn. Pupils from average high income families, that have some educative media in their homes such as computer, television set, radio, tape recorder will be at an advantage in their performance and subsequent orientation.

In assessing the parental marital status, the family structure comes in and these have a great impact on the pupils academic performance and orientation. Much attention is on sound human relations, as the family that is always tensed due to divorce or unhealthy atmosphere of quarrelling, fighting due to unhealthy step parent families cannot favour learning as the minds of the pupils will not be

settled in order to give room for creativity. Schuttz (2004) stated that harmonious family creates emotional stability in the child at home and subsequently throughout his school life. In terms of home location of the child and academic orientation, the concern with the researcher is on the socio-metric such as the kind of social activities around the home environment. For example, a students who live the market square will adopt the language and behaviour of the people around him, these could make the child become vulgar in Language and behaviour. Furthermore, students from family homes located in an environment where there is noisy traffic, noisy sound of machines from ply wood industry will have negative impact in the students academic performance. The noisy environment will be a great disturbance and prevent them from concentrating while studying at home.

Henshaw (2007) defined family as the fundamental and important structure of the society that has an important role in one's life and in the society. The importance of the family as a social structure is something unmistakable. Although affected by society and peers, children are more influenced by the family. The influence of the family on the child and its role in the creativity, cultural, social and moral aspects are very great and important. Correct and balanced relationship between parents and their children is one of the factors influencing both their physical and mental health. Research has shown that interaction between children and parents and how parents communicate with

children are considered to be the most important and fundamental factors among the various factors that affect childrens' fostering and healthy character.

The interaction of parents with children serve multiple purposes. Moral and psychological training identification, growth and development of children's talents, skills familiarizing with the rules and norms of the society from the perspective of parents are among these purposes. Dykman (2002) also consider that two basic functions of the family for example, socialization and prosperity of the parents' parental practices are likely to influence childrens personality trait. Steinberg's family, model, in a set of investigations, Lawrence Steinberg (2005) stated that to understand family influences it is important to disentangle three different aspects of parenting, these include, parenting style, which provides the emotional context in which parent – child interactions occur, the goals that parents establish for their children and the practices adopted by parents to help children attain those goals. It has been shown for example, that a parenting style known as authoritative used by a family in upbringing of their children predicts positive academic motivation and successful academic achievement. In families, parents encourage their children's independence and individuality, provide opportunities for children to be involved in family decision making, sets and expects high standard and have warm relationships with their children.

Family achievement syndrome; in one of the most significant attempts to construct a framework for the family predictions. Baker (2011) developed the

concept of the family achievement syndrome. He proposed that achievement – oriented families can be characterized by variation in the inter-related components of achievement training, independence training, achievement value orientations and educational occupational aspirations. While achievement training attempts to teach children to do things on their own, Barker indicated that achievement and independence training act together to generate achievement motivation which provides children with the impetus to excel in situations involving standards of excellence. In the achievement syndrome, he also proposed that achievement values help to shape children's behaviour so that achievement motivation can be translated into successful academic achievement. He also stated that unless parents express high aspirations for their children, there may not necessarily be academic success. In analysis of social mobility, it has been shown that families from various social status and ethnic groups place different emphases on the dimensions of family achievement syndrome.

Bloom's sub-environment model; Bloom (2006), defined family environment as the conditions, forces and external stimuli that revolve around the children. He proposed that these forces which may be physical or social as well as intellectual, provide a network that surrounds, engulfs, and plays an important role on the child. The bloom model suggests that the total family context surrounding a child may be considered as being composed of a number of sub-environments. If the development of particular characteristics, such as academic motivation and academic orientation are to be understood, then it is

necessary to identify these sub-environments that are potentially predicted to the characteristics. In the final analysis sub-environment model indicate family influences when combined, have association with children's academic motivation to learn and their subsequent orientation.

Alterable family influence; in an extension of his family model, Bloom (2006) also proposed that the objective of the family should be to make a difference in children's learning. Children's academic success is influence by interrelationships among high parental educational and occupational aspiration; a learning environment that is characterized by strong reading habits and rich parental involvement and support, parents verbal interactions, academic involvement and parents being actively involved in their children's schooling; Again intellectually stimulating home setting, in which parents provide opportunities for children to explore ideals and promote academic success. Families should also encourage their children to become involved in imagination provoking activities; parent-child interactions that support the pursuit of excellence in academic and cultural experiences, that allow independent – oriented behaviour.

Students come from different family structures which either promote or deter their ability to learn and achieve. Malepo (2007) in his study posited that students from step – families exhibit emotional instability in the class, some are inattentive, some lack materials needed for classroom learning, some do not pay their school fees on time and as a result they are off school for a greater part of

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the term while their counter parts who pay their fees early remain in the classes to benefit from the normal teaching and learning. According to Bloom (2006) students inability to purchase the relevant text books, uniforms, and other educational materials that will facilitate their education to a large extent, depend on the family a child comes from. Children from single parents family structure are not fully equipped in schools to enable them benefit from the teaching and learning which are provided in the school.

Students from nuclear (intact) families are usually provided with quality education by ensuring that they are provided with the needed educational materials for effective learning. The family provides them with the needed bonding and closeness which ensures effectiveness in their school work. Bayo, 2008 concluded in his study that the family a child comes from will to a large extent determine the level of educational attainment and achievements. Bello (2012) carried out studies to determine whether family has prediction with family structure and their academic orientation and concluded that there is positive prediction between students family structure and their academic orientation. Children from nuclear family have the advantage of having available facilities and necessary stimulations which enhance reading and learning in schools. While their counter part from single and step – parent families do not have all the learning materials required for effective learning needed for educational attainment and this situation results in the students having performance goal orientation.

Davis – Kean (2005) in his research posited family structure as a motivating variable in children's education. Intact family structure motivates the adolescent's educational and occupational aspiration and encourages competence in skill acquisition, self improvement and task completion.

Research evidences of Duncan and Brooks (2004), suggest family structure is indeed an important and significant factor in children's focus and ability to learn. For example, in an analysis of data from several large scale developmental studies, they stated that parental education was linked significantly to children's learning goal orientation such as in persistence in task to gain mastery instead of seeking for certificates and higher grades. Larz (2004) found direct effects of family structure on European American Standardized achievement scores: such as intact family structures where parents foster behaviours of their children in order to attain learning goals. His conclusion is that intact family structure and its family interaction patterns during childhood is directly linked to the child's developing interest and focus to learn and achieve.

In the general social learning and social cognitive framework, Bandura (1991) stated that behaviour is shaped in part through observation and direct learning experiences. These experiences lead to the formation of internalized cognitive values and beliefs that guide and maintain behaviour over time. According to Eccles and Barbarin (2004), this cognitive process is what accounts for the emergence and persistence in task to gain mastery. Their research framework emphasizes in particular the importance of children

motivation to learn and succeed with parents assuming the role of expectancy socializers. For example, a child exposed by parents who have achievement oriented behaviour by obtaining advanced degrees, reading frequently, encouraging a strong work ethics, and providing academic goal oriented opportunities (for example visiting libraries, museums trips, after school enrichment programmes, educational books, and videos) would develop the guiding belief that mastery goal is to be pursued, anticipated and valued. This belief in turn promotes successful outcome across students' development including high school graduation, the pursuit of higher learning, and acquisition of high prestige occupation.

Davis – Kean (2005) and Bloom (2006) posited that intact family structure actively encourage their children through positive parenting to develop high expectations of their own as well as gain mastery of what they have learnt. Importantly on the other hand, Mcloyds (2002) review found that step-parent families are unable to educate their children towards having learning goal orientation. Instead they tend to orient their children towards performance goals which invariably encourages them to seek for certificates at all cost.

Family process model proponents such as Mcloyd (2002) have proposed that some types of family structures have adverse influence on the children's general motivational level to learn and achieve. Single parents structure impose parental stress such as parents depressed mood, low level of parental warmth, poor nurturance and monitoring of children. They maintain that single parents

family structure exert substantial pressure on their children's behavior. For example, children who are exposed to more rejecting and aggressive parenting context, display greater aggression as a result of negative family orientation leading. Presumably children learn aggressive problem solving styles as a result of repeated exposure to such models.

Research evidence of Henshaw (2007) showed that behavioural problems such as hostility and aggression from step parent structure impair children's academic and intellectual development overtime. Further he asserted that family stress induce behavioural problems which affect young children's opportunities to learn. Henshaw (2007) research also suggests that step parent family structure could generate negative family interactions on the academic orientation patterns. Children from this family type focus on performance goals in order to get other people's recognition and earn good grades. In our own context here in Anambra State, such situation would lead students to seek "miracle" examination centres where they can cheat to earn good grades and certificates in external examination.

Parenting Styles of Family Structures

Taylor (2006) defined parenting style as the standard parents use in rearing and raising their child. They are the ways and methods adopted by parents in the raising of their children. It also involves the manner parents use to achieve their expectation from their children. Parenting styles sometimes are reflections of the parents personality and how they want their children to be, he

added. There are four types of parenting styles authoritative, authoritarian, permissive and uninvolved. The way a child is being reared affects his or over all growth, specifically in their psychological development and academic orientation.

Dykman (2002) stated that authoritative parenting is also known as democratic parenting style. In this parenting style parents set rules like in the authoritarian style but they give room for questions, he added. Their laws are not strictly enforced. There is a balancing between parent's and children's choice of action. Parents are less enforcer of laws, discipline is minimal and the reason for action are explained. High expectations are also expected from the child. They discipline the child only when necessary and are lenient with punishment. This is the best parenting style because parents enforce discipline at one end and love on the other. Parents seek consent from their children before making decisions.

In authoritative parenting style the child's academic performance is positively influenced and the children have learning goal orientation. Authoritative parenting style give children freedom of choice in profession with parents available to guide and advice them. They are independent and confident with self-esteem in all areas of life. They have greater chances of attaining the peak of career of their choice.

Researchers in parenting styles literature have extended investigation of Baumrind (1991) on different parenting styles. Steinberg (1991) posited that Authoritative parenting is associated with students' academic engagement in

schools, better mastery goals, increased self reliance, and taking pride in ones accomplishment among adolescent students. Kenny (2006), opined that authoritative parents are emotionally close to their children, engage them in discussions of feelings and personal issues. Taylor (2006), attested that children raised by authoritative parents often focus on achievement for personal internal reasons and not to please their parents. Authoritative parenting he says is less harmful to a child's self esteem and ability to think autonomously when compared to children raised with other parenting styles. Children from authoritative homes, he said are more willing to engage in exploratory behaviours, curious and are motivationally oriented towards learning goals.

Research evidence of Baumrind (1991), Maccoby and Martin (2000) have shown that children from authoritarian homes tend to exhibit more anxious and withdrawn behaviour, have a higher chance of relying on authority figures to make decision, and are less likely than those in authoritative homes to engage in exploratory and challenge seeking behaviours. This style of parenting influences extrinsic motivation in students. Parents using this style tend to be emotionally distant and demanding.

Gunberg (2006) however reported that constant demands and direction of parents can lead children to overly rely on parents for academic success. From the present researcher's observations, this is well demonstrated when parents engage in all sorts of exercises such as aiding and encouraging 'expo'

and miracle centres for their children in order to make good grades in certificate examinations.

Kelly (2009) affirmed that authoritarian parenting style is also known as the harsh parenting style. Here parents lay down rules and regulations that are expected to be followed strictly. Total obedience is expected of the child. Orders cannot be questioned and the reasons for parents actions are not explained. He added there is no freedom for the child and he/she cannot act against his or her parents' will. He/she adheres strictly to the laid down rules. Children in this home are punished for any slightest mistake. It is likened to the military regime where the leadership style is autocratic.

Donald (2009) stated that permissive parenting also known as indulgent parenting rarely exerts discipline. Freedom of choice is given to the child. Permissive parenting style is less demanding, warm and weak in law enforcement and unavailable for their children, they affirmed. Childs' decision dominates parents decision. Parents hardly enforce discipline. They are non-challant about the actions taken by a child. Some of them spoil their children with material things and freedom. Some parents with humble background in attempt not to want their children pass through the difficulties they faced while growing up spoil their children with wealth. Permissive parenting style might due to the busy and tight schedule of the parents lack control on their children. An example is where a child comes home at 2 am in the morning and always dresses in way-ward ways. Children from this parental style act any how and

take their academics with levity knowing they will not be questioned at home. They have low parental supervision which may result in all forms of delinquencies. They are law breakers and usually have performance goal orientation.

Ginsberg (2006) posited that permissive parents have little or no control over their children's behaviours, they rarely use punishment in their homes and they allow children to make their own decisions. While it sounds like a good style, it can be detrimental to a child's academic performance because it lacks pressure that authoritative parents put on their children in order to achieve mastery. Cary (2005) in his study observed that parents who lack the strictness and pressure for academic success give their children more freedom over their activities. This makes the children to neglect their studies often in favour of more immediate and entertaining engagement such as playing and moving aimlessly with his peers. According to Hall (2009) children raised in permissive families tend to be self-confident, but they have trouble with self control and understanding the importance of boundaries. This he said, could lead to general failure in life endeavours.

Taylor (2006) described uninvolved parenting style as the worst of all. These type of parents are not concerned about the welfare and activities of the child. They do not set rules and regulations. Children in these families fend for themselves and do what ever the like. It is different from permissive style in that parents do not give anything apart from food and shelter. They do not show

love, care, affection, warmth and are distant from the child. Many parents found in this division are usually single and step parents, those with pre-marital children or those abandoned by their friends, families and spouses. They transfer aggression to the children, sometimes neglect them intentionally, leaving them to share the experience of what they face in life. Children in this uninvolved parenting styles experience performance goal orientation.

Research evidence of Alder (2009) posited that parental uninvolved in the life of their children make children to move with wrong people, and thus succumb to peer pressure and get entangled with all forms of juvenile delinquency acts such as truancy, use of hard drugs, alcoholism, robbery, premarital sexual activities. They look up to their friends for counsel, advice, care and love because their parents are not involved in their lives. They are neglected by their parents. All these negative acts lead to poor academic orientation and achievements and to the children sometimes dropping out from school even without the parents' knowledge.

Parents Involvement on Academic Orientation

Interactions between parents and their children should be close and stimulating. Based on the researcher's personal experience as a school guidance counselor, she noted that parents have definite impact on their children academic orientation. Encouragement and stimulation of parents on their children's education will go a long way to motivate them to learn and achieve. Children who are not stimulated by their parents will have low motivation to learn and are

easily discouraged to face academic task. Alder (2009) concluded investigation, in a High school in Great Britain and came out with conclusions: parents should involve themselves with their children's education for them to learn and achieve. Frazier (2003) in his own study shared the same view and noted that parents who involve themselves in their children education usually impact on them positively and such children usually have learning goal orientation.

Albert (2010) stated that parents' involvement with children and their schools motivate these children to learn. He also revealed that parents who visit their children's school programmes and activities such as inter-house sports, parents day, teachers day and other activities such as Parents Teachers Meetings motivate students to learn. Parents also need to supervise their childrens home work, assignment and provide a very conducive atmosphere for reading and learning at home. Aerneth (2011) posited that availability of family library will also serve as a motivating factor for students to learn at home. Doing home work in a crowed room with television set turned on will not provide a conducive atmosphere for learning. Parental involvement with their children's education will make them spare their time and carefully organize their children to engage in extracurricular activities that will benefit them outside the school. For example parents taking the children to visit the air ports, sea ports, railways stations, shopping malls, breweries and plastic industries. All these visits will add to the learning experiences of the child which directly or indirectly enrich their knowledge.

Orr (2003) opined that parental involvement which include bonding between parents and their children, are both stimulating and educative. Parents should involve themselves in their childrens education by modeling good behaviours for them to emulate. Parents should exhibit good behaviour and desirable professional conducts that are stimulating. These positive attitude and behaviours most times focus the children on skill acquisition, self improvement, gaining competence and mastery of subject matter. These to a large extent determine the children's behaviour and career choice, he added. Research evidence of Mclocds (2002) showed that desirable professional conducts of parents is a driving force that make some children go into their father's or mother's profession. For example a child studying medicine to become a medical doctor as the father.

Akande (2005) stated that some parents exhibit undesirable and uneducative behaviour such as taking their children off school some days for family business. This shows general lack of interest and non-involvement in their children's education which often result in their not being focused on skill acquisition, gaining competence, self improvement and not mastering the subject matter and therefore have performance goal orientation.

Brown (2008) identified the importance of parents' involvement with children and the academic achievement orientation of students. Parents involvement has been defined and measured in multiple ways including activities that parents engage at home and schools, and also positive attitudes

parents have towards their children's education, school, and teacher. Bradley (2010), in his studies found that parents can support their children education by attending their school functions and responding to school obligations such as Parents Teachers Association (P.T.A) meetings. He further asserted that when parents help their children to improve their school work by providing encouragement, arranging appropriate study time and space, modeling desired behaviours such as reading for pleasure and examination; when they monitor their children's homework and actively tutor them, they enhance their motivation to learn and achieve mastery and competence.

Parental involvement with children and academic orientation goals have not only been noted among researchers but also among policy makers' initiatives.

Mchoyds and Vander (2002) reported conclusively that parent-child interaction such as stimulating and responsive practices which are as seen in parents involvement in solving their children's emotional and personal problems, are important to the children's educational motivation to learn and achieve.

Skinner (2010) posited that parents who have positive attitude towards their children's education, school and teacher were able to positively relate to their children's motivational level to learn thus: (i) by being engaged with the children to increase their self-perception of cognitive competence such as completing academic assignments, acquiring skills, gain competence, achieve

self improvement and demonstrate mastery of subject matter. (ii) Again by being engaged with the teacher and school to promote a stronger and positive student-teacher relationship which are positively related to a wide range of children's social, emotional, physical and psychological outcomes in the school.

Summarily, Baker and Stevenson (2004) stated that parents involved in children's education, positively relate to the nature of students – teacher relationship. On the other hand, the work of Cox (2003) revealed that increased frequency of unmonitored children's activities were associated with higher levels of misbehaviour and disruptions in the classroom, while positive attitudes by parents towards education were associated with children's increased focus to learn and achieve mastery goals. Non-availability of parents at home and general lack of interest in their children education weaken educational attainment, he observed. The present study is specifically posited to find among other things how parent practices as implicated in monitoring and support, predict academic orientation of in-school adolescents.

Parental involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Skinner, 2010). Specifically children whose parents are more involved in their education have higher levels of academic performance than children who parents are involved in a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have

integrated efforts aimed at increasing parent involvement into broader educational policy initiatives.

Researcher has reported that parents child interact specifically stimulation and responsive parenting practices are important to a child's academic development. By examining specific parenting practices such as parent involvement and the impact on academic orientation, programmes may be developed to increase a child's academic performance the mechanism through which parents involvement impact on a child's specific academic orientation are not yet fully understood (Bryant 2003).

Understanding these mechanism would inform further researchers and policy initiatives and may lead to the development of more effective intervention programmes designed to increase the students academic performance.

McHenry (2005) stated that parental involvement activities that are effectively planned and well implemented result in substantial benefits, therefore, parents should bear the following in mind:-

1. Create a home environment that encourage learning.
2. Express high (but not unrealistic) expectations for their children's achievement and future careers.
3. Become involved in their children education at school.

Parental involvement according to (Slavin 2009), if will implemented well benefit the children, parents, educators the school and these benefits put together will produce a child with very sound academic orientation.

Benefits for the children

Parental involvement helps children to a great extent to:

- i. Achieve more regardless of ethic or racial background, socio-economic status or parents education level.
- ii. Generally achieve better grades, test scores and attendance in classes.
- iii. Consistently complete their homework.
- iv. Have better self-esteem, more disciplined, and show higher aspirations and motivation towards school.
- v. Develop positive attitude about school which often result in improved behaviour in school and less suspension for disciplinary reasons.
- vi. Help place many in special education and remedial classes.
- vii. In understanding their cultural background children tend to do better when parents are involved to work together in schools to bridge the gap between the culture at home and the culture in school.
- viii. Help transferring students for children whose parents are involved usually make better transitions and are less likely to drop out of school.

Benefits for the Parents

McHahon in his study stated that:

- i. Parents who increase their interaction and discussion with their children and are more responsive to their children's social, emotional, and intellectual development needs.
- ii. Parents are more confident in their parenting and decision making skills.
- iii. Parents have a better understanding of the teachers job and school curriculum.
- iv. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.
- v. When parents are aware of what their children are learning, there are more likely to help when they are requested by teachers to become involved in their children's learning activities at home.
- vi. Parents are more aware of and become more active regarding policies that affect their children's education in the school and sometimes are made part of the decision making team.

Benefits for the Educators

MacDonald (2014) observed that:

- i. When schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale.
- ii. Teachers and principals often earn greater respect for their profession from the parents.

- iii. Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.
- iv. Teachers and principals acquire a better understanding of families cultures and diversity, and they form deeper respect for parents abilities and time.
- v. Teachers and principals have on increased job satisfaction.

Benefits of the School

- i. Schools that have actively involved parents and community tend to establish better reputation in the community.
- ii. School also experience better community support.
- iii. School programmes that encourage and involve parents usually do better and have higher quality programmes.

Related Empirical Studies

Family Structure on Academic Orientation

Carry (2005) studied different strategies students used in coping with the problems of single parent families on academic orientation in Awka. The population for the study was 420 students. The purpose for the study was to analyze possible problems students from these family structures are encountering in their academic pursuit. The survey adopted self structured questionnaire. Mean and standard deviation were the statistical tools used for data analysis. The result revealed that adolescents from single and step parents family structures were poorly adjusted academically and had low level of motivation from their parents. The study also concluded that single parents

rarely devote time to their children education and largely unavailable at home to help in developing their children academically due to pursuit of wealth. Hence they engage their children in performance goal orientation, where they pursue certificates at all cost, without task competence.

Dick (2008) in his study explored the academic orientation among students from intact family structure and inevitably their academic achievements. The study was based on understanding the various roles played by these parents in their children's schooling. Participants were 120 students from high school in Owerri Metropolis. Questionnaire was the instrument of the study. Analysis was done using standard deviation and chi-square. Result showed that students from intact families were involved in task completion. The study also concluded that intact family structure enable parents to support their children education by attending their school function and responding to school obligations such as Parent Teachers Association (P.T.A) meetings. Furthermore they help their children improve their school work by providing encouragement, modeling desired behaviour and monitoring their homework and behaviour. All these positive practices enhance their children's motivation to learn and achieve.

Nworgu (2006) in his study examined the effect of growing up in a two parents family and single parent family on students in Enugu State. The subjects were 250 students. Mean standard deviation and t-test were the statistical tools used for analysis of data. The result revealed that one third of the children are born to unmarried mothers, therefore spend their time in single parents family.

Single-parent families are significantly more delinquent than their counter parts residing with two (2) biological, married parents. Furthermore family structure fully account for the higher levels of delinquency exhibited by adolescents from single mother and single father families.

The study therefore concluded that students in the two parent family (intact) structure are better adjusted and have high level of academic motivation from their parents. Thus literature shows that Infact family structure was found to a predicting factor for subject mastery and competence in the academic task of in-school adolescents.

Lawal (2007) investigated influence of single parents family structure on the academic orientation and achievement of students in Imo State. The purpose of the study was to determine both the academic achievement and orientation of the adolescents from these family structures. 200 students constituted the sample size. In carrying out the study, survey design was adopted. Stratified proportional random sampling technique was used in selecting the subjects. Mean and Chi-square were used for data analysis. The study concluded that there is no significant difference between academic achievements and orientations of students from step parents and their counterparts in nuclear (intact) family structures.

Malepo (2007) in his study investigated teachers ratings of academic orientation of students from single parent family structure. A purposive sample of 120 students attending four different high school in a small South African

town, took part in the study. One third ($n=40$) out of the students had experienced parental divorced (male=14, female=26) while two third had not. Teachers rated participating students on a rating scale ranging 0 to 3. In addition, teachers obtained the average term score of each of the participating students in key academic areas, which were converted to the corner's scale for classification. Chi-square tests were used to analyze the data. Results showed that the academic performance of children from single parent and step parent family structure were lower than that of their counterparts from intact family structures. The study therefore concluded that the experience of parental divorce has a negative impact on children academic achievement and academic orientation of the students. This reveals that parental divorce and family stress induce behavioural problems which affect young childrens opportunities to learn.

Robinson (2006) affirmed that single parenting is a social problem in various countries in the world today. To investigate this problem of single parenting on the academic orientation among the students of Presbyterian High School in the Cape Coast. He generated data for teachers, social work counsellors, psychologists and parents on the effect of single parenting on the academic orientation of students. To accomplish this, the researcher employed descriptive survey as the research design. The study sample consisted of 47 students who were identified to be living under single parents. The instrument used for data collection was sole questionnaire with a reliability coefficient of

0.9% and t-test for hypotheses analysis was done using mean score. The key findings of the study revealed that, a large percentage of the respondents are sometimes depressed and not emotionally sound and this makes them feel uncomfortable in their academic pursuit. Again, the results of the study showed that single parents do not regularly monitor and supervise the academic progress of their children and in effect, those children are normally not provided with the necessary learning materials to aid their learning.

It was concluded that single parenting constitute problem to students in Presbyterian Junior High School Abakaliki which leads to their performance goal. It is concluded that since poor parenting leads to poor performance in education, parents should be educated in that effect through workshops, seminars and the mass media. This will make them to be responsible towards their children education. This article examines the effect of students living in a single – parent family on their academic orientation by gender or race. According to household production theory, the reduction in parental resources in human capital investment in children living in a single parent family should lower their educational attainment. Using matched mother – daughter and mother – son samples from the National Longitudinal surveys we constructed precise measures of age and length of time a child live in a single – parent family. Empirical finding show negative effect of living in a single – parent family because of increased number of years the child spent in this type of

family, starting from the pre-school years, with the boys experiencing more negative impacts.

Therefore, single parent family structure and gender has negative influence on the academic orientation of students and this leads to performance goals. Carry (2005) determined the influence of step-parent on academic orientation of Secondary School students in Benue State, Nigeria. The whole of secondary school students in the State represent the sample population. Casual survey design was adopted for the study. Stratified proportional random sampling technique was used in selecting the subjects used for the study. The reliability and validity of the instruments were determined before use by the investigators. The study revealed among other things that; there is no significant difference between students from step – parent families and their academic orientation; there is no significant difference between students from single parents family and their academic orientation; there is no significant difference between students from intact family structure and their academic orientation.

The study concluded that parents should be made to realize that they have joint responsibilities to focus their children towards learning goals. Bayo (2008) took a critical look at step-parent – family structure as a predictor of academic orientation of students, in Egor Local Government Area of Edo State. The study revealed the following findings: apart from the student's academic orientation, step parent family affect student's psychology and students have problem with relating with their mates. The kind of family a child comes from

usually reflect in his or her academic achievement and mystery negatively. They are also bound to exhibit unruly behaviour. From the results obtained, the research recommends that step-parents should stick together in harmony to direct their children positively in life. Children who find themselves in step-parent homes should try as much as possible to adjust to new situations at home and relate well with their parents. Children from this family type should be disciplined and take instruction they are given at home or in the school.

Taylor (2006) in his study investigated the influence step-parent family structure on academic orientation of students. Three research hypotheses were formulated to guide the study. The study design was correlational because the study sought to establish the extent of relationship between step-parent family and academic orientation of students. The statistical method used in analyzing the data was the Pearson product moment correlation coefficient (r). Reliability and validated questionnaires which were designed to elicit information on the hypotheses of study were used. Six secondary schools from Abia State were randomly selected for the study. One hundred and fifty respondents from step – parent homes were used for the study. 25 respondents were randomly selected from the six schools.

Results showed a significant influence between step parent family and academic orientation of students. It was also discovered that female students from step – parent homes perform better in their studies than the male students, results also showed that low socio-economic status also had adverse effect on

the academic orientation of students from step-parents family. It is recommended that school guidance counsellor should render personal social counseling from students from step parent homes, with a view to counselling students with some of these home challenges.

Rafelli (2004) in his study explored the impact of step – parent family structure on academic orientation between 6 to 19 years old. A purposive sample of 200 children attending different schools in a California took part in the study. 70 students came from step – parent homes (male = 30, female = 40, while two thirds came from single and intact homes. Rafelli rated participating students in their class on academic goal orientation on Likert scale ranging from 0 to 5, and obtained the average teamly score of each of the participating students according to their academic outcomes? These were converted to the corners scale for classification. Chi-square tests were used to analyze the data. Results showed that the Academic orientation of students from non-intact families within the age range of 6-9 was inferior to that of their counterparts from intact families. This suggests that step – parent homes had a negative impact on children's academic orientation.

Morris (2006) investigated step parent family structure and reported lower educational aspiration than those from intact parent family structure. The study explored the predictions of grade, parental interest in education, educational aspiration and academic orientation. The participants were Canadian in-school adolescents, 2751 from intact family and 681 from step-

parent families. Anova results showed that adolescents from step parent families scored significantly lower than adolescents from intact families on academic orientation and other predictor variables. Hierarchical regression analysis showed that the pattern of predictions between academic orientation and other predictor variables were very different for intact and step parent families; namely educational aspiration significantly predicted students academic orientation. Family involved in education predicted education aspiration. The study therefore concluded that intact family have high level of positive academic motivation for their children. Intact family structure was found to have influence on task completion and skill acquisition by students.

Orr (2003) examined the influence of family structure on psychological differences and academic orientation of students. Two types of families: viz step family and nuclear family structures were selected from the rural and urban regions of India. 400 males and female participants were administered academic orientation questionnaires to determine those who have mastery goal orientation or performance goal orientation. Multi-variant Anova performed on differentiation scores revealed significant effects. Intact family structure was statistically significant to quality of education, cohesion and encouragement given by parents. The data suggests a strong trend in the expected direction. The findings revealed great prediction that intact family structure had the focus on students mastery of subject matter.

Alder (2009) self-report data from 594 Latino high school adolescents about their parental involvement such as (general support, monitoring, academic support, educational inspiration and academic motivation were examined across three family structure (intact, Step-parent and single parent) significant differences were found in step parent, single parents but not in intact families involved. Dominance analysis showed that intact family involvement explained the greatest unique variance in academic motivation as follows; monitoring for youth, academic support for youth academic aspiration and academic orientation. Overall analysis disclosed that the method of parental involvement by intact family that clarified the most distinctive variance in educational motivation follows: observing teenagers/students in intact families, educational support and teach learning goals to students. The educational implication showed that the more parents get involvement in education of their children the more students get motivated to learn.

Lewis (2004) examined meta analysis involving 92 studies in a high school in Liverpool that compared children living in step parent families with children living in continuously intact families on measure of well-being. Children of step parent scored lower, than children in intact families across a variety of outcomes. With median effect size being 14 of a standard deviation. For some outcomes, methodologically sophisticated studies yielded weaker effect sizes than other students. Some support was found for theoretical perspectives emphasizing parental absence and economic disadvantage was

found for a family conflict perspective. Result revealed that intact families focus their children to learn and achieve.

Akande (2005) examined effect of step-parent families on students academic orientation with a focus differed between children from step parent family and those from intact family homes, in schools in Ogn State. The cross sectional study design was used. A questionnaire aided the collecting of primary data while secondary data on test scores were obtained from pupil's report cards. The sample size was 170. Data analysis involved using cross tabulation and t-test. The results revealed that there is a significant influence between the academic orientation of students from step-parent families and those from intact homes. Conclusion drawn from this study is that step parenting has negative impact on the academic orientation of students. The study recommended special attention be given to students from step – parents home by the school guidance counsellor for better understanding and adjustment to their home environment and academics.

Lewis (2004) examined the effect of family structure on students academic orientation in terms of effecting learning and self regulation. It also examined relevant facts that would explain the differences in students grades among students from intact, step – parent and single parent families. Data came from a state wide survey of students in grades 6 through 12 in Rhodes Island. The predictors used demographic characteristics:- family structures, parents education, parental academic expectation, family learning environment and daily

stresses. The sample contained 25, 511 students from intact families and 8,929 students from single parent families. Results revealed that family structure was not a factor in explaining the differences in academic achievement and subsequent orientation. Students perception of parental academic expectation was the most important predictor for differences in achievement. Students who believed that parents had high academic expectations tended to learn effectively and more higher grades regardless of their family structure. However, results of the study revealed that a larger portion of the students from step or single parent families tended to have very low experience more stresses at school, which had negative effect on their academic orientation. The study also showed that the beliefs and attitude of parents foster academic success and subsequent learning goal orientation of their children.

McDougall (2010), investigated influence of family structure on the academic orientation of students in district Karak. The main objective of the study were: (a) to explore the influence of family structure on the academic orientation of students (b) to suggest proper ways and means for the excellent academic orientation of students. All the high school students in district Karak constituted the population of the study. In order to represent adequate sample, 30 students from each school were selected as sample randomly. The study was delimited to twelve male secondary schools. The study was further delimited to the students of class 08. The study was descriptive in nature therefore the researcher decided to develop the questionnaire for the collection of data. Pilot

testing was conducted to know the weakness, misconceptions and ambiguities of the questionnaire. After the conduction of pilot testing, final version of the questionnaire was developed and prepared. The researcher personally distributed questionnaires among the samples. After collection of data, the data was organized, tabulated and analyzed. Chi-square was the statistical tool used to analyze data. The study concluded that step family structure, with large number of brother and sisters, domestic issue, poor financial status and lack of parents participation in the education of the children badly impact on the students on the academic orientation of the students. It however recommended that parents should live together to raise their children, so that at the end they become useful to themselves and to the society at large.

Hull (2009) in his study investigated the effects of single parenting on academic orientation of adolescents in one of the private schools. Bruna – Muara District. The researcher used selective survey on the students from single parents. The academic performance record of students were obtained from the school principal. With this study, councellors, teachers and parents could help to enhance academic performance and help improve their grades. This will be achieved by firstly, investigating whether there is a difference in academic performance between children of single parents and intact parents. Secondly, to investigate the academic performance between genders of children from single parent and intact parent families. The study concluded that students from

single parents family performed poorly while those from intact families had learning goal orientation by learning to achieve and succeed.

Family Structure on Parental Practices

Donald (2009) did a case study in Italian University to find out the influence between parenting styles on academic orientation in a sample of Italian students. 371 students (191 females, 180 males) along with their parents and (343 fathers, 364 mothers) were included in the study. All the parents were asked to complete Parental Authority Questionnaire (PAQ). The current grade – point – average (GPA) was calculated for the students academic orientation. Results indicated that both authoritative and authoritarian parenting styles were associated with students academic orientation. Permissive and neglectful parenting styles showed significant association with students academic orientation. The study revealed that parenting styles however predict the academic orientation of in-school adolescents. Thus authoritative parents are emotionally close to their parents and often focus on achievement for personal internal reasons to achieve.

Kenny (2004) examined behaviour pattern of students in intact families. He used on line questionnaire to collect data for the study from west end university students in Houston U.S.A. Students were classified into one of four groups (authoritative, authoritarian, permissive and neglectful or uninvolved) on the basis of the adolescents' ratings of their parents on two dimensions: acceptance/involvement and strictness/supervision. The youngsters were then

contrasted along four sets of outcomes: psychosocial development, academic achievement and internalized distress problem. Self structural questionnaire was used to collect the data. Pearson product correlation moment was used for data analysis. Results indicate adolescents who characterized their parents as authoritative scored highest on measures of psychosocial competence and lowest on measure of psychological and behavioural dysfunction; the reverse is true for adolescents whose parents are characterized as authoritarian, they scored reasonably well on measure on indexing, obedience and conformity to the standards of adults, but have relatively poorer self-conception than other youngsters. In contrast, adolescents from permissive homes show self confidence but report a higher frequency of substance abuse and school misconduct and are less engaged in school work. Results also indicate need to distinguish between permissive and neglectful parenting. The study concluded that there is need for these parents to be involved in the education of their children and focus them on acquiring skills, mastery of subjects matter and task completion. Therefore parents can improve their children's school work by providing appropriate study time and guide, modeling desired behaviour and monitor their childrens homework for them to learn and achieve.

Albert (2010) investigated aspects of authoritative parenting such as acceptance, psychological autonomy, behavioural control and school achievement. A sample size of 300 students were used in order to determine whether authoritative parenting facilitates school success. The mediating roles of

adolescents' psychosocial maturity was studied. Questionnaire was used for data collection. Statistical mean and analysis of variance were used to analyse the data.

The study therefore concluded that,

- i. The positive impact of authoritative parenting on academic orientation and achievement is mediated on the development of a healthy sense of autonomy and more specifically a healthy psychological orientation towards hard work and success. Adolescents who describe their parents as treating them warmly, democratically, and firmly are more likely than their peers to develop positive attitude towards their beliefs, their achievements. Consequently, they are more likely to do better in academic work, to persevere to achieve mastery. Thus children from authoritative homes are more willing to engage in exploring behaviours, and are motivationally oriented towards learning goals.

British Institute of Family Studies (2004) has demonstrated a predictions of parenting styles, parental involvement, and academic orientation among adolescents. The purpose of the study was to examine the influence of parenting styles and parental practices, such as monitoring of academic endeavours. The influence of the four parenting styles (authoritative, authoritarian permissive and neglectful and academic achievement as well as the mediating effect on academic orientation were also assessed. In addition the relationship between personality, characteristics and academic achievement and peer orientation were

also evaluated. A total of 136 students made up of 72 students from a university and 64 from a high school in Mexico completed self report questionnaire. Statistical mean and standard deviation were the statistical tools used. The mediation model proposed was only partially supported. Results revealed only one of the components of parental practices described as monitor of academic endeavours was found to mediate with effect of parenting styles on academic achievement and peer orientation. The study concluded that monitoring of the students academic work apparently lead to academic success, and competence. It has therefore been observed that about half of the childrens achievements in schools can be accounted for by care and support, making sure children are punctual to school, well rested, well fed and ready to learn.

Adeyinka (2005) in his study investigated positive parental practices as influence on academic orientation (motivation) of students across ethnic groups of Hausa, Ibo and Yoruba. The participants involved in the accidental sampling procedure used, were 250 students. The study used self report and observational coding to assess how positive parental practices affect students academic orientation. The analysis of data was done using t-test and analysis of variance (ANOVA). The study concluded that parental practices is a prediction to competency achievement and self improvement. This shows that when children are not encouraged they feel neglected, intimidated; and withdrawn from academic venture.

McMahon (2003) used a structural equation modelling to investigate parental involvement such as monitoring and control and the academic orientation of in-school adolescents. The perception of parental involvement scale was administered to a sample of 550 first – year students 300 males and 250 females, enrolled in two high schools in Egypt in 2004. Students were requested to respond to questions concerning their family structure and parental involvement. Results of the study revealed that students perception of parental involvement was the most important influence of academic orientation. Students perception of school parental involvement had indirect influence on academic orientation of students. The study concluded that parents involvement in education was found to influence academic orientation of students.

Njoku (2008) tested the role of parental motivational practices in students academic intrinsic motivation and achievement in a longitudinal study of students in Edo State. Two types of motivational practices were assessed. Parents encouragement of students task and provision of task – extrinsic consequences. Structure equations path models, physics and chemistry supported the 2 prediction that students academic intrinsic motivation is positively consequences. Academic intrinsic motivation influenced learning goal orientation for students. Findings provide encouragement in students academic intrinsic motivation and achievement.

Romans (2005) examined the meta analysis of 41 students done in university of Brixton examines the predictions between parental care and

support with the academic orientation of students. Analysis determined the influence of this parental involvement over all and subcategories of involvement. Results indicate that parental care and support influences academic orientation of students. Parental involvement as a whole was associated with all the academic variables by about 0.7 to 0.75 of a standard deviation unit.

Donald (2009) examined the influence of academic goal orientations, students motivational beliefs and self-regulatory skills in a correlational study of 434 seventh and eight grade students in a high school in Lagos State. Data were collected over two periods (Fall and Spring) within one school year with self-report questionnaire. Regression analysis revealed that adopting a learning goal orientation resulted in a generally positive pattern of motivational beliefs. These include adaptive levels of task value, test anxiety as well as cognition; higher level of cognitive strategy use, self-regulation, and academic orientation. Results showed that adopting an intrinsic learning goal orientation led to a more adaptive motivational and cognitive outcomes.

Franklin (2001) investigated self-regulatory skills and academic goal orientation of 40 secondary school students who completed on line university courses in physics, chemistry and biology. Each course was taught by a two-person team, made up of one university professor and one secondary classroom science teacher in Enugu State, over a period of 6 weeks. This study explored changes in self-regulation and academic orientation of students enrolled in the entire course and the prediction of these factors (self-regulatory skills) on the

academic orientation. Students data were collected for investigation and study questions (30 items) of the motivation strategies for learning questionnaire (MSLO), were collected before and after students completed the online course. Results from the investigation of online secondary students' motivation, self-regulation and academic achievement questionnaire revealed that students who have developed self-regulation skill have learning goal orientation.

Dick (2008) studied specific motivational processes that are influence mastery and performance goals of students in actual classroom settings. One hundred and seventy six students attending a junior high school for academically advanced students in Ibadan were selected randomly from one of their classes. They responded to a questionnaire to their perception of the classroom goals orientation, use of effective learning strategies, task choices and attitudes. Students who perceived an emphasis on mastery goals in the classroom reported using more effective attitude towards the class, a had a stronger belief that success follows from one's effort, students who perceived performance goals as salient tended to focus on their ability, evaluating their ability negatively and attributing failure to lack of ability. The pattern and strength of the findings suggest that good classroom teaching may facilitate the maintenance of adaptive motivation patterns of students in the practice of developing self regulatory skills for effective learning.

Bloom (2006) studied the overtime influence between 3 aspects of authoritative parenting psychological autonomy; behavioural control and

academic orientation of student were examined in a sample of 120, 10-16 years old. This is used to test the hypotheses that authoritative parenting facilitates rather than simply accompanies school success. Result indicated that (1) authoritative parenting facilitates students academic success (2) each component of authoritativeness studied makes an independent contribution to achievement and (3) the positive impact of authoritative parenting on academic orientation of students is mediated at least in part through the effects of authoritativeness on the development of a healthy sense of autonomy, and more specifically a healthy psychological orientation towards work. Adolescents who describe their parents as treating them warmly democratically and firmly are more likely than their peers who develop negative attitude toward parental value inculcation and their academic orientation. The consequences are more likely to do better in school with a learning goal orientation.

Bradly (2003) developed and tested a reformation of Barmrind's typology of authoritarian, permissive and authoritative parenting style in the context of adolescent academic orientation. Using a large and diverse sample of San Francisco Bay Area High School Students (N = 7,836), we found that both authoritarian and permissive parenting styles were negatively associated with grades, and authoritative parenting was passively associated with grades. Parenting styles generally showed the expected relation to grades across gender, age, ethnic and family structure categories. Authoritarian parenting tended to have a stronger association with grades than did the other 2 parenting styles

(permissive and authoritative). The result of the study showed that authoritarian parenting styles enforce discipline and education on the students therefore focus the students on task completion, acquiring skills and achieve self improvement.

Larz (2004) analyzed data from the parent and student components of the National Educational Longitudinal Study of 1988 to investigate parenting encouragement of their children in secondary education. It examined connections between parental encouragement on academic orientation of high school students in Brixton. Utilizing multiple parental involvement indicators for the 8th and 12th grades, the study concludes that the nature and influence of parental involvement and the 12th grade academic orientation depends on the type of parental practices and educational outcomes considered. Parental involvement indicators are not associated with academic achievement of 8th and 12th grades. However, a number of parental encouragement are associated with senior students in academic high school program, with their course work in core academic subjects. High level of educational expectations, consistent encouragement and actions enhance learning outcomes of children because their family practices that are positively associated with educational outcomes of the senior students. Parental encouragements are regardless of students' socio-economic race or ethnic background.

Taylor (2006) reviews the research literature on the relationship between parental involvement (PI) and academic orientation of students with special focus on one of the secondary school in Kwara State. The result first present

how individual parental involvement variables influence the academic achievement and then move to more complex analysis of multiple variables on the general construct described in the literature. Several parental variables with predictions to academic achievement show (a) communication between children and parents about school activities (b) parents employing an authoritative parenting style. Results revealed that parental involvement in the education of their children is very significant to academic orientation.

Kenny (2006) defined self monitoring as deliberate attention to some aspects of one's behaviour, also considered to be an important self regularly process in learning. In the present experiment, 72 students in statistics class in selected four schools in Onitsha metropolis were assigned to a self-monitoring group, and instructor monitoring group to investigate the effect of self-monitoring on students learning strategies, motivation, knowledge, representation, self – judgment ability and course performance. During the course, the self-monitoring group recorded the frequency and intensity of their various learning activities the instructor – monitoring group evaluated the instructor's teaching and the control group took the course without any treatment. Result reveal that self monitoring group performed better than the other group on course tests, used more self – regulated learning strategies and developed better knowledge representation of the course content.

Henshaw (2007) investigated the influence of self-monitoring and control of academic accuracy and productivity procedure on the academic

orientation on task behaviour of three students classified as behaviourally disordered and emotionally disturbed. Students were taught to self-monitor in each of three successive academic areas:- reading, mathematics and spelling a multiple baseline design was used to assess the effectiveness of the intervention. Students made gains in academic accuracy, productivity, and on-task behaviour and improvements were observed across all subject areas. The result of the study indicate that the self monitoring can be used effectively in special education classes for students with behavioural disorders to enhance their academic performance and support task completion in Edo State.

Wendy (2010) tested the role of parental motivational practices in students' academic intrinsic motivation and achievement in a longitudinal study of students in Edo State. Two types of motivational practices were assessed. Parents encouragement of students task and provision of task – extrinsic consequences. Structure equations path models, physical and chemistry supported the 2 prediction that students academic intrinsic motivation is positively related to provision of task extrinsic consequences. Academic intrinsic motivation predicted learning goal orientation for students. Findings provided validity for the role of parental encouragement in students academic intrinsic motivation and achievement.

Franklin (2001) investigated self regulatory skills and academic goal orientation of 40 secondary school students who completed on line university courses in physics, chemistry and biology. Each course was taught by a two –

person team, made up of one university Professor and one secondary classroom science teacher in Enugu State, over a period of 6 weeks. This study explore changes in self regulation and academic orientation of students enrolled in the online course and the predictions of these factors (Self regulation skills) on the academic orientation. Students data were collected to investigate and study question (30 items) of the motivation strategies for learning questionnaire (MSLO), which were collected before and after students completed the online course. Results from the investigation of online secondary students' motivation, self-regulation and academic achievement questionnaire revealed that students who have developed self-regulation skills have learning goal orientation.

Kenny (2006) examined parental involvement variables as perceived by students, and mastery and performance goal orientations of high school students. The sample consisted of 196 students enrolled in two Florida High Schools. Many students expected predictions appeared in line with the parenting and goal theory literature. Maternal authoritativeness was a predictor of mastery orientation. Maternal authoritarian and permissiveness were predicted to performance orientation. Differential findings were evident with regard to student ethnicity. Appearance of stronger relationship among material parenting styles and students goal orientation maybe due to non-traditional living arrangement reported; a number of students were reported not living with their father. Parent involvement positively influenced mastery orientation for all

students. Students gender and parental education were not significant factors in this study.

In another study, Cox (2003) investigated the extent to which adolescents' achievement strategies are associated with the parenting practices theory experience in their families. Three hundred and fifty four 14-years old adolescents completed a strategy and Attribution. Questionnaire and a family parenting style inventory in Addis Ababa. Analogous questionnaires were also completed by the adolescent parents. Based on adolescents' report of the parenting practices; those parents who monitor and control, encourage students education, care and support, teach value inculcation and providing effective learning and self-regulation skills. The result further showed that adolescent from students from the families who enforce these parental practices strictly are motivated towards learning goals. The students that came from homes where these positive parental practices were not observed are characterized by to high level of failure expectations, task irrelevant behaviour and passivity. Children from these homes lack self-enhancing attributions. The result concluded that positive parental practices enhance to a great extent the motivation to learn and achieve.

Brown (2008) examined motivational orientations as influencing parental practices and self-perceived academic orientation. Two separate pathways were hypothesized. Positive parenting such as care and support leading to intrinsic for children education motivation. These different

motivational orientation were in turn predicted as self-perceived academic competence. The participants of this study were 404 grades 8 and 9 high school students of both sexes in Hong Kong. Testing by simple regression and structural equation modelling largely confirmed our mediational model. The study concluded the negative parenting had a more generalized negative impact on motivation of children to learn and achieve.

Bradly (2003) examined the parental practices predictions and goal orientations, and academic achievement among Chinese students. A survey was conducted among 339 students in Hong Kong to collect information on their perception of parental practices used on them and their goal orientation. Using structural equation modeling, the result suggested that perceived monitor and controlling was predicted to Chinese students' mastery goals which in-turn contributes positively to their academic achievement. Perceived positive parenting was found to be positive associated with academic achievement by shaping Chinese students performance goals. The study concluded that monitor and controlling of students influence academic orientation of students.

Covington (2008) in his study investigated parenting practices, academic orientation and career path of students at Shiraz University of Medical sciences. Among 1600 students, 310 students were selected randomly as the sample. Parental practices such as self-regulation skills and Mogimis Career path questionnaires were used and the obtained scores were correlated with student's transcripts. Pearson correlation coefficient was used. Result revealed significant

influence between firm parenting and career path of the students, and academic orientation of students. It was concluded parents have important role in identifying childrens talent and guiding them. Mutual understanding and close interactions between parents and their children are recommended.

In his study Kelly (2009) examined the influences of parental practices, academic performance, and academic goal orientation of students. One hundred and forty – eight high school students participated including 58 males and 90 females. Parental involvement questionnaire was used to measure students' perceptions of their parents' parental practices. The Intrinsic – Extrinsic Orientation scale measured students' motivation. The patterns adopted learning survey measured participants' parental practices and goal orientation. Study concluded that parents who reported their parents as having intrinsic orientation towards them were perceived to focus on task completion and academic competence, and subsequently become higher achievers in life.

In another study, Alder (2009) examined the impact of parental practices involving parental encourage to succeed on adolescent school achievement in an ethnically and socio-economically heterogeneous samples of approximately 6,400 American 14-18 years olds. Adolescents reported in 1987 on their parents' general child-rearing practices and on their parents' achievement on specific socialization behaviours. In 1987 and again in 1988 data were collected on several aspects of the adolescents' school performance and school engagement. Authoritative parenting leads to adolescent school performance and stronger

school engagement. The positive impact of authoritative parenting on adolescent achievement, however, is mediated by the positive effect of authoritativeness on parental involvement in schooling. In addition non-authoritativeness attenuates the beneficial impact of parental involvement in schooling, adolescent achievement and academic orientation. The study concluded that parental involvement is more likely to promote adolescent success through their academic orientation.

Summary of Literature Review

Related literature on influence of family structure on parental practices and academic orientation of in-school adolescents were reviewed under conceptual, theoretical framework, theoretical and empirical studies. Under conceptual definitions framework the terms: family structure, parental practices and academic orientation were defined/explained.

Family structure is seen as the composition and membership of the family, the organization and patterning of relationship among individual family members. In the same vein parental practices is seen as the various ways parents raise or bring up their children which include: their monitoring, controlling, caring and supporting, value inculcation, encouraging and promoting development of effective learning skills and self regulation skills among the children. Academic orientation is also defined as an individual's source of motivation which determine his/her willingness to pursue mastery in academic

task, exhibit interest, show positive attitude and belief about his/her self or else pursue performance goals, seek for grades and certificates at all cost.

The theoretical framework anchored on one theory namely: social learning theory. Suggestion from related theoretical studies is that family structure has influence on parental practices and academic orientation of in-school adolescents. Also from the reviewed empirical studies, family structure as independent constructs were seen to influence parental practices and academic orientation of in-school adolescents generally. However, most of the empirical studies reviewed were done else where, in the developed world. In Nigeria context, there is limited research evidence in the area.

Moreover as observed by the present researcher earlier, there is generally (non-availability) of many parents at home, these days because of the economic situation in the country that has necessitated parents to be engaged with jobs to make ends meet. Also there seems to be many types of family structures and apparent lack of interest of many parents on their children's education. This observation gives credence to this study, which specifically sought to find how family structure influence parental practices and academic orientation of in-school adolescents in Anambra State.

CHAPTER THREE

METHOD

In this chapter, the method that guided this research is presented under the following sub-headings; research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument method of data collection and method of data analysis.

Research Design

The study adopted ex-post-facto research design. Gall, Gall and Borg (2007) stated that ex-post-facto research design is used for exploring influences between variables, also determining scores of one variable from research participant scores on other variables. Therefore this design is deemed appropriate because the study is interested in examining family structure on parental practices and academic orientation of in-school adolescents in Anambra State.

Area of the Study

The area of this study is Anambra State which is located in the South East geographical area of Nigeria. Anambra State is bounded in the north by Kogi State, in the east by Enugu State, in the south by Imo State and in the west by Delta State, (Source: Ministry of lands and Survey, Awka, 2014). The major occupations of the people are farming, trading and public service. It comprises

21 local Government Areas with 177 communities. Majority of the population are Igbo.

Socio cultural practices in this part of Nigeria promote both single and step parents families. Again in Anambra State, parents are largely not available at home for their developing children due to their resilience and industry to achieve, acquire wealth and improve their living standards. Many mothers leave home in the morning for markets only to come back late in the evening. No doubt, to many adolescents the suggestions from parental practices seem to be that the purpose of life is to struggle, persevere and be focused on wealth yielding life endeavours hence their orientation towards pursuing certificates which will give them good positions to get the money their hearts yearn for.

These factors combine to make Anambra State, a suitable area to carry out this study that is interested in family structure and parental practices as predictors of academic orientation of students.

Population of the Study

The population of the study consists of all Senior Secondary School year two (SS 2) students in Anambra State numbering 38,420. This data was collected from the Statistics Unit of Post Primary School Service Commission and Ministry of Education, Awka, 2015. The SS 2 students were used as respondents because they are not in the examination class and their inclination to mastery orientation (learning goal) or performance goal orientation have been established. Consequently, their academic motivational orientation could be

empirically ascertained. In addition, they are in a better position to supply information on their family structure, which were also cross-checked with their school record.

Sample and Sampling Technique

The sample of the study was 900 SS 2 students as drawn from a population of 38,420 through multi-stage procedure. Multi – stage procedure is mostly used where the population is widely spread (Gall, Gall & Borg, 2007). The researcher adopted this method to help achieve some level of random selection.

In the first stage, four out of six education zones were chosen randomly. Then, the schools in each education zone were stratified on basis of school type. From each education zone, three schools were chosen purposively: one all males, one all females and one co-educational school. Finally, (75) SS 2 students were selected from each of the schools. Students were selected using table of random numbers. Altogether 900 students constituted the sample size. See appendix B. Pg 116 for computation.

Instrument for Data Collection

The instrument for data collection was a questionnaire titled, “Family Structure on Parental Practices and Academic Orientation (FSOPPAO). It was developed by the researcher following an extensive review of the literature. It had three sections A, B and C. Section A, solicited for respondents’ demographic data aimed at ascertaining their family structure and gender.

Section B was made up of 24 items on Parental Practices (PP) based on four categories delineated by the researcher namely monitoring, control and value inculcation, parental care and support practices towards effective learning and self-regulation skills.

Section C consisted of 20 items that sourced data on Academic orientation of students. The responses were structured based on a four point rating scale of:

Strongly Agreed	(SA)	- 4	points
Agreed	(A)	- 3	points
Disagreed	(D)	- 2	points
Strongly Disagreed	(SD)	- 1	points

The respondents were expected to indicate the extent they agree to the statements. The questionnaire items were shown in Appendix A, Pg 110.

Validation of the Instrument

The instrument was subjected to face validation. Three experts, one in Guidance and Counselling, one in Educational Psychology, and one in Measurement and Evaluation, all from Nnamdi Azikiwe University, Awka, validated the questionnaire. They were each given the purpose of the study, research questions, hypotheses and the questionnaire. This enabled them to check the clarity, readability, appropriateness of the questionnaire to elicit the required information. From their comments and inputs, the researcher re-

organized, restructured and modified the items which was used in carrying out the research.

Reliability of the Instrument

To ensure the reliability of the instrument, the researcher conducted trial testing using a sample of 60 S.S 2 students from Boys High School Asaba, Delta State. Cronbach alpha method was used to determine internal consistency of the instrument. The instrument was administered once. The reliability coefficient alpha of the instrument for parental practices was 0.88, mastery goal orientation was 0.79 and performance goal orientation was 0.82. See Appendix C Pg.117 for computation.

Method of Data Collection

The researcher briefed six research assistants who are school guidance counsellors in Anambra State public Schools. For efficient distribution of the questionnaire, each research assistant covered two schools used in the study. Some copies of the completed questionnaire were collected back instantly. The research assistants later went back to the schools to collect the other copies of the questionnaires from the students who did not complete filling their own copies on the spot. Out of the 900 copies of questionnaire distributed, 850 copies were collected back. This represented 94.4% of the total respondents. This number was considered adequate for this study.

Method of Data Analysis

The data collected were analyzed using frequency, percentages, mean and standard deviation statistics to answer the research questions while ANOVA was used to test the null hypotheses at 0.05 alpha level. The analyses were done using SPSS. Decision rule was that a mean score above 50 shows a high influence of family structure on parental practices and academic goal orientation of in-school adolescents. The reverse is the case of a mean score below 50.

The decision rule on the hypotheses was that influence of family structure on parental practices and academic orientation of in-school adolescents was significant.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected and the results. The analyses of the research questions and hypotheses are presented one after the other using tables. A summary of findings of the study is also presented.

Research Question 1: What are the family structures of in-school adolescents?

Table 1: Number and Percentage Scores of Family Structures of In-School adolescents (N=850)

Family Structures	N	%
Single-Parent Family	299	35.2
Step-Parent Family	211	24.8
Intact Family	340	40.0
Total	850	100

Analysis on Table 1 shows that 40.0% of 850 in-school adolescents came from intact family, 35.2% came from sing-parent family while 24.8% came from step-parent family.

Research Question 2: What is influence the family structure on parental practices of in-school adolescents?

Table 2: Mean and Standard Deviation Scores Family Structures' Influence on Parental Practices of In-School Adolescents (N=850)

Family Structures	\bar{x}	SD	Remark
Single-Parent Family	38.4	13.7	Low Influence
Step-Parent Family	28.9	5.4	Low Influence
Intact Family	72.0	11.7	High Influence

Result of Table 2 reveals that intact family has a mean score of 72.0 which indicates that intact family has a high influence on parental practices of in-school adolescents. Furthermore, single-parent family and step-parent family have mean scores of 38.4 and 28.9 respectively which also imply that single-parent family and step-parent family have a low influence on parental practices of in-school adolescents.

Research Question 3: What is the influence of family structures on Academic goal orientation of in-school adolescents?

Table 3: Mean and Standard Deviation Scores Family Structures' Influence on Academic Goal Orientation of In-School Adolescents (N=850)

Family Structures	\bar{x}	SD	Remark
Single-Parent Family	46.1	11.8	Low Influence
Step-Parent Family	42.8	9.0	Low Influence
Intact Family	63.4	7.6	High Influence

Data presented on Table 3 show that single-parent family and step-parent family have mean scores of 46.1 and 42.8 respectively. This implies that single-parent family and step-parent family have a low influence on academic goal orientation of in-school adolescents. However, intact family has a mean score of 63.4 which shows that intact family has a high influence on academic goal orientation of in-school adolescents.

Hypothesis 1: There is no significant influence of family structure on parental practices of in-school adolescents

Table 4: Test of Significance of Influence between Family Structures and Parental Practices of In-School Adolescents

Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	297735.635	2	148867.818	1.166	.000
Within Groups	108102.863	847	127.630		
Total	405838.499	849			

* $p < 0.05$

The analyses on Table 4 reveal that influence of family structures on parental practices of in-school adolescents is significant given that $F_{(2,847)} = 1.166$ and $p < 0.05$ ($.000 < 0.05$). Therefore, the null hypothesis is rejected, thus, the influence of family structure on parental practices of in-school adolescents is significant. The mean score of in-school adolescents from intact family is higher than those of in-school adolescents from single-parent and step-parent family.

Hypothesis 2: There is no significant influence of family structure on academic goal orientation in-school adolescents

Table 5: Test of Significance between Family Structures and Academic Goal Orientation of In-School Adolescents

Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	72438.851	2	36219.426	395.058	.000
Within Groups	77653.967	847	91.681		
Total	150092.819	849			

**p < 0.05*

Table 5 reveals that influence of family structures on academic goal orientation of in-school adolescents is significant given that $F_{(2,847)} = 395.058$ and $p < 0.05$ ($.000 < 0.05$). Therefore, the null hypothesis is rejected, thus, the influence of family structure on academic goal orientation of in-school adolescents is significant. The mean score of in-school adolescents from intact family is higher than those of in-school adolescents from single-parent and step-parent family.

Summary of the Findings

The following findings emerged:

1. Intact family has high influence on parental practices of in-school adolescents than single-parent family and step-parent family
2. Intact family has high influence on academic goal orientation of in-school adolescents than single-parent family and step-parent family
3. The influence of family structures on parental practices of in-school adolescents is significant
4. The influence of family structures on academic goal orientation of in-school adolescents is significant

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The findings of this study were discussed on the major issues in the study. They included:

1. Family Structure on Parental Practices
2. Family Structure on Academic orientation

Discussion of Findings

Family Structure on Parental Practices

Family Structure was found to influence parental practices of in-school adolescents. Intact family structure was influential to positive parenting of students. This is similar with findings recorded by William (2000) who viewed parental involvement such as warmth closeness and intimacy between parents and their children as variables associated with high academic motivation and achievements. This finding was confirmed in a research carried out by Dick (2008) that found out that motivational process influence of mastery goal. Adolescents who describe their parents as treating them warmly, democratically and firmly come from intact homes. They are more likely than their peers to develop positive attitude towards parental value inculcation and academic orientation.

Intact family structure influence parenting of in-school adolescents positively. Ebenebe (2008) posited five categories of parental practices

implicated in positive parenting such as parental monitoring and control parental care and support, parental value inculcation, parental encouragement and parental practices towards effective learning and development of self regulation skills among the students. These findings were confirmed in a research carried out by Roman (2005) that examined connections between parental encouragement of their children in academic pursuit and subsequent academic orientation. This meant that consistent encouragement, high level of educational expectations and actions enhance learning outcome of children.

The important influence of positive parenting such as monitoring and control of students is the ability of parents to guide the educational process of their children. This was investigated in a research of Mchahon (2003) which found that parental involvement such as monitoring and control were the most predictors of academic orientations. Romans (2005) in this research also examine the influence between parental care and support with the academic performance of students, and result revealed that parental care and support influence students performance.

Self-regulatory skills contributed positively to academic orientation of in-school adolescents. This was similar to findings of Donald (2009) which observed that adaptive levels of task value, test anxiety, high level of cognitive strategy use, self-regulation influence academic orientation. This meant that adapting an intrinsic learning goal orientation led to a more adaptive motivational and cognitive outcome.

Single and step family structure influence negatively in parental practices adopted by parents of in-school adolescents. This is similar to the finding recorded by William (2000) which found out that children from these family structures are not encouraged by their parents. They are often neglected, intimidated and withdrawn from academic ventures. These children lack intimacy with these parents. William viewed closeness and intimacy between parents and their children as variables associated with high academic motivation and achievement. This finding was also confirmed by Cox (2003) who found a strong association between parental encouragement, care and support, value inculcation and providing effective learning and self regulatory skills as variables needed for effective and positive parenting. This meant that students who came from homes where these positive parental practices were not observed are characterized by high level of failure expectations, task irrelevant behaviour and passivity. Children from these homes lack self-enhancing attributions. The result concluded that positive parental practices enhance and influence to a great extent the motivation to learn and achieve. Some students from single and step family structures lack positive parenting such as lack of parental encouragement, care and support, monitor and control. This finding was also found in a research carried out by Brown (2008) which indicated strong association between family structure on parental practices of students. This result of the findings meant that negative parenting had a more generalized negative impact on motivation of children to learn and achieve, while positive parenting had positive impact on

the academic orientation of students. It was therefore concluded the family structure has a significant influence on parental practices and academic orientation of in-school adolescents.

Family Structure on Academic Orientation

Family structure was found to influence academic orientation of in-school adolescents in Anambra State. Single and step parent family structures contributed negatively to academic orientation of in-school adolescents. This is similar with the findings recorded by Mac Donalds (2003) which found out that children from single and step-parents family structures are less likely to be monitored and controlled, pointing out that parental divorce and absence of spouse from home tended to alter daily routine and work schedule of the parents in the home thereby imposing additional demand on the children. This findings was also confirmed in a research carried out by Carry (2005) that found that single and step-parent family structure contributed negatively to academic orientation of in-school adolescents. The study revealed that students from single and step-parent family structure were poorly adjusted academically and had low level of motivation from their parents. The study also concluded that single and step parents rarely devote time to their children education and largely unavailable at home to help in developing their children academically due to pursuit of wealth. Hence they motivate their children negatively towards performance goal which make them pursue certificates at all cost without task competence.

Research carried out by Malepo (2007) found a strong association between teachers rating of students from single and step parent family with intact family structure. Results revealed that the academic orientation of students from single and step-parents family structure were lower than that of their counterparts from intact family structure. This meant that parental divorce and family stress induce behavioural problems which affect young children opportunities to learn.

Single and step parents families do not give room for closeness and intimacy among family members. This was confirmed in a research carried out by Robinson (2006) which investigated social problems of single parenting and its influence on the academic orientation of students. Key findings reveal that large percentage of students are sometimes depressed and not emotionally sound and this makes them conformable in their academic pursuit. This means that single and step parents do not regularly monitor and supervise the academic progress of their children.

Intact family structure contributed positively to academic orientation of in-school adolescents. According to Cobbs (2013) students from intact family enjoy relational closeness and intimacy with their parents. This made parents to always respond to solving their children's emotional, personal psychological and academic problems especially in motivating them to learn and achieve. This finding was confirmed in a research carried out by Thompson (2010) that examined children growing up in an intact family and single parent family.

Children from single parent family were significantly more delinquent than their counterparts from intact families. Furthermore, family structure fully account for the higher level of delinquency exhibited by adolescents from single mother and single father families. This means that students from intact family are better adjusted and have high level of academic motivation from their parents. Cobbs (2013) also stated that intact family enjoy free flow of communication among themselves. These encourage interaction in the family and help parents to have interest and be involved positively in the education of their children.

This finding was also confirmed in a research carried out by Alder (2009) that found strong association of intact family involvement and academic orientation and explained the greatest unique variance in academic motivation as follows: monitoring for youth, academic support for youth, academic inspiration and academic orientation. The overall analysis disclosed that the method of parental involvement by intact family clarified the most distinctive variance in educational motivation. This meant that intact family predicts positively to academic orientation of students.

The closeness and interaction within the intact family usually encourage parents to motivate their children to learn and achieve. This ultimately contributed positively to academic orientation of in-school adolescents. This confirms the findings of Akande (2005) which observed a significance difference between the academic orientation of students from single and step parent families and those from intact families. This meant that family structure

significantly predicted the academic orientation of students. While intact family structure contributed positively, the single and step parent families contributed negatively to academic orientation of in-school adolescents.

Conclusion

Greater number of students had negative parenting and experienced performance goal orientation, their background factors such as family structure on parental practices and academic orientation notwithstanding. These to a large extent suggest parents' inability to use positive parental practices to motivate their children towards learning goal orientation. It is therefore concluded that family structure significantly influence parental practices and academic orientation of in-school adolescents.

Implication of the Study

The findings of the study have lots of implications for counselling profession. Since family structure influence parental practices and academic orientation of in-school adolescents, school guidance counsellors now have direction on what to look into any time a case of negative parenting and performance goal orientation call for their attention. Since it is found in the study that many students experienced negative parenting, family counsellors now know there is need to work on parents in the area of positive parenting to improve the academic orientation of students.

Recommendations

In view of the findings of this study, the following recommendations were made.

1. Family counsellors should organize talks for various adult organization in the state on positive parenting and academic orientation of their children.
2. Community based counselling services should be established by the guidance counsellors in the state, targeting parents for positive parental practices to their children to help them have skill acquisition, acquire competence self-improvement and demonstrating mastery of the content of what they have learnt.
3. State government should encourage and support guidance counsellors in the state by providing funds and other logistics that will enable them function effectively in their various schools and communities
4. The Post Primary Schools Services Commission (PPSSC), Anambra State should make investigations to find out those schools students use as miracle centres' and sanction them.

Limitation of the Study

During the course of this study, the following limitations were experienced.

1. The use of the questionnaire in generating data from students on their family structure and parental practices of their parents suffered some level of social desirability. This is because some students were found to be less open on

disclosing their personal information. Hence, some of their personal information were gotten from their cumulative record folders in the Guidance Counsellors office.

2. Data on students family structure and parental practices used on them should ideally be collected at the same time to avoid bias. However, this was not possible as a result of students not being able to fill the questionnaire at the same time due to time factor.

Suggestions for Further Research Studies

The following suggestions were made for further research.

- i. Family contextual relationships with academic achievements of in-school adolescents in Anambra State.
- ii. The effect of family structure and parental practices on the academic orientation of in-school adolescents in Anambra State.

The scope of the present study could be widened to include more schools from the educational zones in Anambra State for generalization of findings.

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Appendix A

Family Structure on Parental Practices and Academic Orientation (FSOPPAO) Questionnaire

Department of Guidance and Counselling,
Nnamdi Azikiwe University,
Awka

Dear Respondent,

The researcher is a doctoral student in Department of Guidance and Counselling, Nnamdi Azikiwe University, Awka. She is interested in determining the influence of family structure on parental practices and academic orientation of in-school adolescents in Anambra State.

She is hereby soliciting your assistance to enable her complete the research. You are requested to assist by completing the attached questionnaire. There is no right or wrong answer. It is basically your observation on the student's motivational level to learn and achieve.

Be assured that your responses will be treated with utmost confidentiality.

Thank you for your anticipated co-operation.

Anazodo Chidimma Ego

Section A: Demographic Information

Tick (✓) to the one that applies to you personally

1. GenderMale ☐Female ☐**2. Family structure**A ☐**Intact family**B ☐**Single parent family**

⎧ Both your parents are living together with you in the house ⎫	⎧ Only one of your parent is living with you in the house ⎫
--------------------------------------------------------------------	----------------------------------------------------------------

C ☐**Step-parent family**

⎧ You are living with your fathers wife or mothers husband ⎫

Section B: Parental Practices Questionnaire (PPQ)

Indicate the extent to which you agree with the following statements as indicated of what your parents do in the course of their parenting role in your family:

S/N	Parental Practices Items	SA	A	D	SD
1.	Your parents: Supervise how you spend time in school and out of school.				
2.	Visit you and your teachers in the school to know the projects you may be involved in.				
3.	Put you under the care of teachers who give them (parents) report on your behaviour.				
4.	Ask you questions on how you are getting on with your studies				
5.	Teach you good manners and need for appreciation.				
6.	Don't teach you social values like respect for elders.				
7.	Your parents; Provide consistent care for you (for example adequate feeding).				
8.	Ensure you have emotional bonding with them.				
9.	Their attitude to your schools can be described as non-caring and neglect.				
10.	Provide necessary text books and other materials for your education.				
11.	Don't provide conducive environment for you to learn, for example, no reading tables and chairs and poor lighting at home.				
12.	Are very insensitive about your health condition.				
13.	Your parents: Reward your effort to learn.				

14.	Positively encourage you with such words as “you can do it” keep trying.				
15.	Are steadfast in their guidance and supervision of your homework.				
16.	Encourage you to develop your potentials in areas of your giftedness.				
17.	Encourage you to have a time table to guide your studying at home.				
18.	Don’t give you close supervision to ensure school readiness for each school day.				
19.	Your parents support you to become self directed learner by; teaching you how to plan appropriately and adequately for assignment especially complex school task.				
20.	Encourage you to monitor your own school progress and check your understanding of what you learn by asking self questions.				
21.	Helping you to engage in realistic appraisal of your strengths and weaknesses in order to produce better outcomes.				
22.	Teach you the importance of paying attention to instructions to avoid mis-assessing the demands of a task.				
23.	Not cautioning you against the dangers of over estimating your strength and abilities.				
24.	Encourage you to reflect and make adjustments to correct your learning approach especially in area where you are not doing well.				

Section C : Academic Orientation Questionnaire (AOQ)

Please respond to each statement as it applies to you by putting a tick (✓) in the appropriate box.

S/N	Mastery Goal Items	SA	A	D	SD
1.	My personal internal desire is to pursue my educational task towards achieving mastery of what I learn				
2.	I am more concerned with improving my studies than doing better than others.				
3.	Even when I am doing well in the class, I still work hard on my studies.				
4.	I feel that the effort which leads to improvement encourages me to learn.				
5.	I feel I can increase my mental abilities to learn through my personal efforts.				
6.	I try my best for every exam and do not focus on grades.				
7.	Doing well in assignment encourages me to learn.				
8.	Understanding the subject matter is more important than just getting a grade.				
9.	I take pride in my personal accomplishments towards self improvement and task completion.				
10	In the class I prefer subjects that challenge me.				
11	I am more interested in doing my best than doing better than others.				
12	I believe that intelligence has to do with hard work.				
	Performance Goals Items				
13	It is important for me to do well in comparison with others in class.				
14	I want to do well in class so that my friends, family and others can recognize my ability.				

15	When results of assignments are retained my scores in the class, immediately want to compare with others.				
16	My only goal is to get the best result in the class.				
17	I am more interested in doing better than other students in the class, than doing my best.				
18	If I know I can get an A in a class without much effort, I will not be reading much.				
19	Getting a good grade in the course is more important than understanding the subject matter.				
20	I just want to study hard in order to do well in the class.				

Appendix B

Selected Educational Zones and schools for the study

Educational zone	Schools	No. of S.SI students selected
Awka Zone	St. John of God Secondary School, Awka	75
	Community Secondary School, Umuokpu, Awka.	75
	Comprehensive Secondary School, Nawfia.	75

Onitsha Zone	Dennis Memorial Grammar School, Onitsha	75
	Queen of the Rosary College, Onitsha.	75
	Washington Secondary School, Onitsha.	75

Aguata Zone	Community secondary school, Ikenga	75
	Community Secondary School, Amesi	75
	Community Secondary School, Achina	75

Otuocha Zone	Girls High School, Umueri.	75
	Boys High School, Umuoba Anam.	75
	Community Secondary School, Aguleri.	75

Total	12	900
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Appendix C

Reliability

```
/variables a1 a2 a3 a4 a5 a6 b7 b8 b10 b11 b12 c13  
c14 c15 c16 c17 c18 d19 d20 d21 d22 d23 2d24  
/SCALE('Reliability Coefficient of parental  
Practices scale') ALL  
/MODEL=ALPHA.
```

Reliability

Scale: Reliability Coefficient of Parental Practices Scale

Case Processing Summary

	N	%
Cases Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.880	24

Reliability

```

/variables a1 a2 a3 a4 a5 a6 b7 b8 b10 b11 b12 c13
c14 c15 c16 c17 c18 d19 d20 d21 d22 d23 2d24
/SCALE('Reliability Coefficient of parental
Practices scale') ALL
/MODEL=ALPHA.

```

Reliability

--

Scale: Reliability Coefficient of Mastery Goal Orientation Scale**Case Processing Summary**

	N	%
Cases Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.790	12

```

Reliability
/VARIABLES = or13 or14 or15 or16 or17 or18
/SCALE('Reliability Coefficient of Performance
Goal Orientation Scale') ALL
/MODEL=ALPHA.

```

Reliability

--

Scale: Reliability Coefficient of Performance Goal Orientation

Scale

Case Processing Summary

	N	%
Cases Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.820	8

Appendix D

SORT CASES BY Family Structure.

SPLIT FILE SEPARATE BY Family Structure.

DESCRIPTIVES VARIABLES=Parental Practices Academic Orientation

/STATISTICS=MEAN STDDEV VARIANCE MIN MAX.

Descriptives

Family Structure = Intact Family

Descriptive Statistics^a

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Parental Practices	340	28.00	96.00	71.9882	11.69221	136.708
Academic Orientation	340	32.00	80.00	63.3824	7.56102	57.169
Valid N (listwise)	340					

a. Family Structure = Intact Family

Family Structure = Single-Parent Family

Descriptive Statistics^a

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Parental Practices	299	20.00	88.00	38.4448	13.67232	186.932
Academic Orientation	299	18.00	76.00	46.0569	11.75648	138.215
Valid N (listwise)	299					

a. Family Structure = Single-Parent Family

Family Structure = Step-Parent Family

Descriptive Statistics^a

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Parental Practices	211	22.00	72.00	28.9336	5.36881	28.824
Academic Orientation	211	20.00	58.00	42.8009	9.01999	81.360
Valid N (listwise)	211					

a. Family Structure = Step-Parent Family

SPLIT FILE OFF.

ONEWAY Parental Practices BY Family Structure

/STATISTICS DESCRIPTIVES

/MISSING ANALYSIS

/POSTHOC=DUKEY ALPHA (0.05).

Oneway

Descriptives

Descriptives								
Parental Practices								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Intact Family	340	71.9882	11.69221	.63410	70.7410	73.2355	28.00	96.00
Single-Parent Family	299	38.4448	13.67232	.79069	36.8888	40.0009	20.00	88.00
Step-Parent Family	211	28.9336	5.36881	.36960	28.2050	29.6623	22.00	72.00
Total	850	49.5012	21.86366	.74992	48.0293	50.9731	20.00	96.00

ANOVA

Parental Practices

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	297735.635	2	148867.818	1.166	.000
Within Groups	108102.863	847	127.630		
Total	405838.499	849			

Post Hoc Tests

Multiple Comparisons

Parental Practices

Tukey HSD

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Family Structure	(J) Family Structure				Lower Bound	Upper Bound
Intact Family	Single-Parent Family	33.54342*	.89568	.000	31.4405	35.6463
	Step-Parent Family	43.05459*	.99008	.000	40.7300	45.3791
Single-Parent Family	Intact Family	-33.54342*	.89568	.000	-35.6463	-31.4405
	Step-Parent Family	9.51117*	1.01575	.000	7.1264	11.8960
Step-Parent Family	Intact Family	-43.05459*	.99008	.000	-45.3791	-40.7300
	Single-Parent Family	-9.51117*	1.01575	.000	-11.8960	-7.1264

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets**Parental Practices**

Tukey HSD

Family Structure	N	Subset for alpha = 0.05		
		1	2	3
Step-Parent Family	211	28.9336		
Single-Parent Family	299		38.4448	
Intact Family	340			71.9882
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

ONEWAY Academic Orientation BY Family Structure

/STATISTICS DESCRIPTIVES

/MISSING ANALYSIS

/POSTHOC=TUKEY ALPHA(0.05).

Oneway

Descriptives

Academic Orientation

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Intact Family	340	63.3824	7.56102	.41005	62.5758	64.1889	32.00	80.00
Single-Parent Family	299	46.0569	11.75648	.67989	44.7189	47.3949	18.00	76.00
Step-Parent Family	211	42.8009	9.01999	.62096	41.5768	44.0251	20.00	58.00
Total	850	52.1788	13.29616	.45605	51.2837	53.0739	18.00	80.00

ANOVA

Academic Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	72438.851	2	36219.426	395.058	.000
Within Groups	77653.967	847	91.681		
Total	150092.819	849			

Post Hoc Tests

Multiple Comparisons

Academic Orientation

Tukey HSD

(I) Family Structure	(J) Family Structure	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intact Family	Single-Parent Family	17.32550*	.75913	.000	15.5432	19.1078
	Step-Parent Family	20.58141*	.83914	.000	18.6112	22.5516
Single-Parent Family	Intact Family	-17.32550*	.75913	.000	-19.1078	-15.5432
	Step-Parent Family	3.25591*	.86089	.000	1.2347	5.2771
Step-Parent Family	Intact Family	-20.58141*	.83914	.000	-22.5516	-18.6112
	Single-Parent Family	-3.25591*	.86089	.000	-5.2771	-1.2347

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets**Academic Orientation**

Tukey HSD

Family Structure	N	Subset for alpha = 0.05		
		1	2	3
Step-Parent Family	211	42.8009		
Single-Parent Family	299		46.0569	
Intact Family	340			63.3824
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

DATASET CLOSE DataSet1.