

Changes in Igbo Family Institution on the Academic Performance of Students of Higher Learning

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Abstract

The high level of social vices ravaging our school system nowadays which have become major threat to high academic performance in tertiary institutions has been the major problem of this study. This study discourses the failing role of family institution in the inculcation of moral values to children and how it contributes to the poor academic performance of the students in tertiary institutions. Survey research design and functionalist theory of social change were adopted. The data were collected from a sample of students of higher institutions in Imo State. A total number of 146 students were involved in the study. Instrument used were a fourteen-item questionnaire. The data collected were analyzed using five (5) points Likert scale. It was found out that the major role of family institution is to inculcate moral values to the younger generation. It was also found out that the failing role of family institution in inculcating moral values to the younger generation has contributed to the social vices ravaging our school system nowadays which has become threat to the high academic performance of students. However, it was also revealed that the laxity of family institution in her role gave the students opportunity of using social media negatively and keeping evil peer group which contribute to the poor performance of the students in tertiary institutions. Based on the findings, recommendations on how to remedy these problems are provided.

Introduction

Education is seen as the precious commodity and the cornerstone for development in human society. In Nigeria today, the provision of education is within institutions in primary, secondary schools and tertiary levels. The interest of this study is the tertiary level. In Nigeria today, both public and private tertiary institutions provided conducive environment for learning to take place. Before students graduate from these tertiary institutions, the school must find them worthy both in character and in learning. Diridi (2014) affirms that graduates from all schools are expected by all standards to be intellectually competent, productive, self-fulfilling, self-actualized, effective, patriotic and morally upright citizens in their respective fields of calling.

The Nigeria education system is bedeviled with a myriad of malaise, hampering effective teaching and pleasant learning, notable among which is social vices. It is rare to find a school or an institution void of social vices and this depicts that they are present in all educational centers, more especially tertiary institutions. Tertiary institutions which are expected to be citadels of learning are charged with the responsibility of training graduate worthy of both character and in learning. But the aim is defeated because of the introduction of these social vices in the academic environment which contribute to poor academic performance of students. According to Elujekwute (2019) social vices is act of indiscipline and they are those acts and conditions that violate the societal norms and values. They are habits or behaviors of immoral activities such as cultism, robbery, ritual killing, kidnapping, smoking and drug peddling and among others.

The high rate of social vices in the academic environment in Nigeria, especially in Nigerian higher institutions is alarming. Many students that were sent to school to improve in their academic standard turned out to become wayward. Many students now involve in various forms of examination malpractices, rather than to work hard to pass examinations. Many students have turned to be wolves in sheep clothing in the academic environment; they involve in prostitution, drug abuse, armed robbery, clubbing and many others which does not promote learning. Igwe and Nath (2005) indicate that various form of social vices by students have negatively influenced the entire educational system. It is surprising that some lecturers and even parents, who supposed to guide these students on the part of morality, lure many of them to commit these atrocities for one selfish reason or the other.

It is expected that all these students came from different families, and family institution has been where moral values, norms and identities are produced nurtured and inculcated into the lives of its citizens which made them responsible members of society. The researcher wants to find out if family institution has failed or changed in its role of inculcating moral values, norms and identities to its citizens that made some of its products to live immoral life style inform of social vices which affect their academic performance in tertiary institutions. The aim of this study is to find out if the negative changes in the role of family institution, contribute to these social vices that have brought about the poor academic performance amongst many students of higher learning in South Eastern part of Nigeria and Nigeria at large.

Concept of Family Institution

The family institution is one of the popular and important socio-cultural and ethical institutions of Igbo traditional society. It plays important role in the development of an individual and in the maintenance of socio-ethical order in the society. In Igbo context, family refers to that patrilineal social structure or unit, which has a man, his brothers, sisters and their immediate families and who can trace their origin by blood to a common ancestor or progenitor. According to Nam (2004) family is a social unit created by blood, marriage, or adoption, and can be described as nuclear (parents and children) or extended (encompassing other relatives). Family is regarded as the architect of societal values, belief systems and socio-political ideologies. Bashir & Murtala (2015) stated that the family is considered as the nucleus of society, a social unit from which institutional building began in all human societies.

Family as a social institution has formalized sets of norms and values that make living possible. The function of the family in the society cannot be over emphasized. In socialization function, the family is considered as the basic unit of socialization in that all societies depend primarily upon the family for the socialization of children into adults who can function successfully in that society. One of the many ways in which the family socializes the young is by providing models for the child to copy. Such models include hard work, respect for elders and obedient to constituted authorities, patience etc. The boy learns to be a man or a husband and the girl learns to become a woman or a wife etc. by living in the family and copying from the statuses and roles in the family. Family institution also play its role of inculcating the right moral values to the younger generation by practically teaching them how to live morally in the society through lessons from folktales, creation stories, riddles and jokes These teachings made them to be hard work, patient, truthful, obedient, avoiding incest, prostitution, drug abuse, envy and theft etc. and avoiding family conflict of any form. If anyone or group involve in any of these immoralities, the family, kindred, village and the community will join hands together to punish such person or group, as a deterrent for others not to indulge in such immoral attitude. Bashir & Murtala (2015) state that family life and processes create conditions for mutual affection amongst its members. The family provides both emotional as well as physical companionship, intimacy, love and other responses that show care and love for members. These good virtues learn from the family equip them to live morally in the society. It is expected that these virtues inculcated into the lives of students while in their deferent families

Academic Performance of Students

Academic performance is an improvement in the academic performance of a student. The performance is measured through the student's result in an examination such as terminal and seasonal examinations. According to Elujekwute (2019) academic performance which is synonymous to academic achievement is commonly measured by examination or continuous assessment. In the same vein, Bossaert, Doumen, Buyse and Verschieren (2011) define academic performance as student's success in meeting short- or long-term goals in education.

There are a number of factors that have a direct effect on a student's academic performance; the most prevalent of them is the 'student's factors. As the main stakeholders, students have a major role in their academic performance. Indeed, studies have shown that student's life style which influence student's performance include hardwork, discipline, patience, truthfulness, obedient, self-motivation. To affirm this, Kang and Keinonen (2018) explained that student's time management, self-motivation, engagement, behavior, and attitudes are the key factors governing their academic success.

Therefore, for high academic performance to strive among the students of higher learning, student's life style must be considered. Students must showcase moral values inculcated into their lives by family institution, which will help them to be industrious and hardworking in their academic pursuit; and avoiding illicit behaviours such as drug abuse, clubbing, prostitution, examination malpractices, cultism, stealing etc. which are detrimental to the academic performance of the students.

Concept of Social Vices

Every culture abhors social vices because they are undesirable characteristics that are bad for education, peace, growth, and national development. It is rare to find any academic institution void of social vices. This depicts that they are present in all educational levels - Primary, Secondary and tertiary institutions. Vice is a Latin word "Vitium" meaning defect or failing. Vices are common among students of tertiary institutions; examples of such vices include: prostitution, examination malpractice, drug abuse, robbery, cultism, thuggery, gambling, pre-marital sexual activities among others. Social vices are bad traits, unhealthy and negative behaviours that are against the morality of a society and frowned at by the members of the society. Igbo (2013) describes Vices as "virus that destroys the moral conditions of society and make way for social maladies or ills". According to Omonijo et al. (2013), social vices are actions that transgress accepted cultural norms and codes of conduct in a

particular community, under particular conditions, or in a particular location. Hassan & Abdulkareem (2023) state the following conditions that can lead to students engaging in social vices: lack of family / parental upbringing, a dysfunctional family, poverty, peer pressure, unemployment, unhealthy imitation of the developed world, economic downturn, societal pressure, impatience or the desire to become rich quickly, indiscipline or ungodliness, laziness, and greed.

Change in the Role of Family Institution

The role of family institution in shaping and moulding the life of African and Igbo populace to a culturally accepted behaviour cannot be over emphasised. The Family as a social institution has formalized sets of norms and values that make living possible. As an institution, the family has a set of roles, and statuses which define division of labour and structures of relationship between family members. Family is where ethical and cultural values are inculcated into individual or group. In the family, children are taught to learn to adjust and behave in accordance with the stipulated norms of the society through folktales, riddles and jokes, creation stories, proverbs etc. but in recent times, due to globalization, communal living known for Igbo populace are now hindered by the type of residential houses, well barricaded by tall fences and parents and guardian type of job never allowed family institution to play their role well again. Rotimi (2005) observes that in Nigeria, the quality of communal life, which characterized the traditional family systems in most communities, has been fading away. Now, students are left in the hands of peer group, maids and what the students see from the outside world through the aid of computer which replacing the role of family as an institution where moral values are inculcated into the lives of Igbo populace. Most of the students are no longer hardworking in their studies. Now students prefer to contract their project writing, class assignments and home works; even to devote time to read during the night or day have become a major problem to them. But rather prefer to pass their causes through different shortcuts which are against the academic procedures. To worsen the situation, some parents hire machineries to help their children to pass examinations and also pay money to manipulate their scores for admission. Ardita & Rabije (2016) state that in order to have a successfully brought up and well-educated children in one family, parents are crucial and they must be careful to some elements which play a key role in raising, bringing up and educating their children.

Theoretical Framework

This work adopted functionalist theory of social change. The leading functionalist was Parsons Talcott (1902 - 1979) who had the influence of Emile Durkheim, Max Weber and a lot of others. The theorist states that every society is broken down in parts and each part must be contributing to the success or achievement of the society, otherwise it is useless if a part is not functional (Parsons, 1951). The theory tries to explain how the relationships among the parts of society are created and how these parts are functional (meaning having beneficial consequences to the individual and the society) and dysfunctional (meaning having negative consequences). Integration and differentiation are the main concept of parsons' theory. When societies become more complex differentiation happens; however, the new institutions have to be integrated and incorporated with the other institutions as a part of a whole. Integration among these institutions comprising the new structure guarantees the proper functioning of society. According to functionalist theory, in order to maintain the equilibrium, stability, and social order in a society, individuals have to work together. Parsons state that societies maintain equilibrium or balance, if their systems are functioning well; but if dysfunction occurs, other parts will be re-organized to cushion the damaging effect of the non-functioning part.

Design of the study

The study adopted survey research design. Survey research design is preferred as it interested in collecting original data for the purpose of describing conditions as they exist in their original form.

Research Questions

There is a need for the researcher to use some selected research questions in this research. The research questions will help the researcher to derived data from the despondent. The research questions are as follows:

1. To what extent does family institution inculcate moral values to the younger generation?
2. How does the change in family institution do negatively affects the moral standard of the students?
3. Do does use of social media and peer group contribute to the high rate of social vices in our tertiary system today?
4. To what extent do social vices affect the academic performance of students in higher institutions?

Methodology

The study comprises all the students in higher institutions in South Eastern part of Nigeria, but due to the large population size, time and money constraint, the researcher based his study only in Imo State. One higher institution was selected through simple random sampling technique using balloting system. The higher institution selected

was Alvan Ikoku Federal College of Education, Owerri. For the easy collection of data, questionnaire was administered to 146 degree and NCE students of the College. The population sample was a representation of all students of higher institutions in Imo State. It was expected that the answers given will be used for the analysis of this study. The researcher used mean to analyze the data obtained, using 5 points likert type to analyze to which value were allotted thus:

Variables	Values
Strongly Agreed (SA)	5
Agreed (A)	4
Strongly Disagreed (SD)	3
Disagree (D)	2
Undecided (UD)	1

Using Likert type rating scale of 5, 4,3,2,1, mean was then calculated with formulation:

$$X = \frac{\sum fx}{N}$$

Σ = Summation
 F = Frequency
 X = Assigned Value
 N = No of Respondents

Decision Rule: The following decision rules were adopted for the research. Any mean score from 3.5 to 5 points will be accepted while mean score of 1 to 3.49 will be rejected.

Results

Table 1: To what extent does family institution inculcate moral values to the younger generation?

S/ N	Respondents	SA 5	A 4	SD 3	D 2	UD 1	Σfx	N	X	Remarks
1.	Do you learn to behave morally in the society through your interactions from the members of your family?	82	54	—	10	—	646	146	4.4	Accepted
2.	Have you been punished by any member of your family for a crime committed?	90	50	—	6	—	662	146	4.5	Accepted
3.	Does children's immoral life bring shame to his/her family?	110	36	—	—	—	694	146	5.0	Accepted
4.	Do moral values inculcated into your life help you to become a better person in the society?	146	—	—	—	—	730	146	5.0	Accepted

Average mean $X = 18.9/4$ (4.4 + 4.5 + 5.0 + 5.0). $X = 4.7$

From table 1 above, which answers the research questions one, the respondents have the average mean of 4.7, this indicates that the family institutions inculcate moral values to her younger generation. This is in line with the researcher's opinion that family institution acquainted into the life of the younger generation the ability to be industrious, hardworking, punctuality, respect to the constituted authorities, exhibition of morality, peace, love, unity and ability to work as a team to achieve high academic performance.

Table 2: How much the change in family institution do negatively affects the moral standard of students?

S/ N	Respondents	SA 5	A 4	SD 3	D 2	UD 1	Σfx	N	X	Remarks
1.	Have the role of family institution changed nowadays?	80	54	—	12	—	640	146	4.4	Accepted
2.	Do the changes in the role of family institution negatively affect the moral standard of students?	72	58	—	16	—	624	146	4.3	Accepted
3.	Does failure of family in her role contribute to the social vices found in the school system nowadays?	71	39	—	36	—	583	146	4.0	Accepted
4.	Family full of violence is a threat to the peace and social cohesion amongst students in the school?	80	56	—	10	—	644	146	4.4	Accepted

Average mean $\bar{X} = 17.1/4$ ($4.4 + 4.3 + 4.0 + 4.4 = 17.1$). $\bar{X} = 4.3$

From table 2 above, which answers the research question two, the respondents have the average mean of 4.3, this indicate that the changes in the role of family institution do negatively affects the moral standard of students in higher institutions. This is in line with the assertion of Rotimi (2005) where he said that the fading away of the role of family institution in molding the younger generation to have a worthwhile moral value, affected every part of the society including the educational sector. This reflect to the social vices students exhibit in the school such as examination malpractice, prostitution, cultism, student's riot etc. shows that family institutions have changed negatively in her role of inculcating moral values to students which have become threat to the high academic performance students in the tertiary institutions today.

Table 3: Do wrong use of social media and peer group contribute to the high rate of social vices in tertiary institutions today?

S/ N	Respondents	SA 5	A 4	SD 3	D 2	UD 1	Σfx	N	X	Remarks
1.	Do friends lure another to engage in illicit behaviours in the school?	110	12	—	24	—	646	146	4.4	Accepted
2.	Do you read information or watch videos from YouTube, Facebook, Instagram and other internet platforms with your phone or your computer?	110	12	—	24	—	646	146	4.4	Accepted
3.	Does the student's wrong interaction with social media and peer group negatively affect the moral standard of students?	146	—	—	—	—	730	146	5.0	Accepted
4.	Does dissemination of violent videos or audios instigate violence in the school?	120	20	—	6	—	692	146	4.7	Accepted

Average mean = $\bar{X} 18.5/4$ ($4.4 + 4.4 + 5.0 + 4.7 = 18.5$). $\bar{X} = 4.6$

From table 3 above, which answers the research questions three, the respondents have the average mean of 4.6, this indicate that the use of social media and peer group contribute to the high rate of social vices in tertiary institutions.

Table 4: To what extent do social vices and immoral behavior affect the academic performance of students in tertiary institutions?

S/ N	Respondents	SA 5	A 4	SD 3	D 2	UD 1	Σfx	N	X	Remarks
1.	Does student in riots and demonstrations lead to the temporal closure of the school?	96	53	—	—	—	502	146	3.4	Accepted
2.	Do involvement of students in drug abuse, prostitution, cultism and truancy contribute to their poor academic performance in tertiary institutions?	81	54	—	11	—	643	146	4.4	Accepted
3.	Does Involvement in examination malpractice leads to student's expulsion and production of half-baked graduate?	146	—	—	—	—	730	146	5.0	Accepted

Average mean = $\bar{X} 12.8/3$ ($3.4 + 4.4 + 5.0 = 12.8$) $\bar{X} = 4.3$

From table 4 above, which answers the research questions four, the respondents have the average mean of 4.3, which indicates that the social violence and immoral behavior affects the academic performance of students in tertiary institutions. This is in line with the assertions of Kang and Keinonen (2018) when they said that student's behavior, time management, self-motivation, engagement, and attitudes are the key factors governing their academic success. In the same vein, Ardita & Rabije (2016) stated that in order to have a successfully brought up

and well-educated children in the society, parents are crucial and they must be careful to some elements which play a key role in raising, bringing up and educating their children.

Findings and Discussions

Following the research questions earlier formulated and the analysis of the data interpreted; the conclusion of the interpretation gave rise to the following findings. From the above analysis, it was discovered that the important of family institution in inculcating moral values to the younger generation cannot be over emphasized. Family institution inculcate moral values such as industriousness, hardwork, punctuality, respect to the constituted authorities, peace, love, unity etc. and learn to turn down any immoral behavior, these help to equip man to live in peace with his society. Through observations, folktales, creation stories, riddles and jokes etc. moral values are transferred to the younger generation from one generation to another.

It was also found out that the role of family institution has changed negatively, which has affected the moral value of the younger generations. The family institution due to globalization is beginning to fail in her responsibility of inculcating moral values to her younger generation, folktales being replaced by internet where the younger generation learn and see what is happening around the world without supervision, thereby teaching the younger generation immoral behaviors such as prostitution, drug abuse, examination malpractice and cultism which is a threat to the academic performance of students in tertiary institutions nowadays.

It was also discovered that the wrong usage of social media and peer group contribute to the high level of social vices ravaging our society especially our academic institutions today. Globalization and internet have made the world a global village, one can interact with a person in a distant country while sitting in his bedroom. The internet gave the students the ability to interact with people of different culture without adequate supervision by the elderly, thereby causing the students to derail from the teachings that propagate moral behavior in tertiary institutions.

It was also found out that social vices and immoral behaviours, contribute to the poor academic performance of students in higher institutions. Student's riot and demonstrations interrupts the academic programme of the school, thereby affecting the performance of students and the peace and development of the members of the immediate society. Also, student's involvement in examination malpractices, prostitutions, drug additions, truancy, etc. contributes to the poor academic performance of students in tertiary institutions and half-baked graduates.

Conclusion

The analysis of this study shows how important family institution is in inculcating moral value to the younger generation, specially, students of tertiary institutions. These moral values inculcated in the lives of students help them to avoid social vices that contribute to the poor academic performance of students in tertiary institutions. It was observed that the role of family institution in inculcating moral values to its citizens have changed negatively may be due to globalization. Family institution no longer carries out some of her responsibility in training the younger generation to be morally sound. This has become the major threat to student's academic performance in tertiary institutions.

Parson's theorist states that every society is broken down in parts and each part must be contributing to the success or achievement of the society. The theory tries to explain how the relationships among the parts of society are created and how these parts are functional (meaning having beneficial consequences to the individual and the society) and dysfunctional (meaning having negative consequences). Integration and differentiation are the main concept of parsons' theory. When societies become more complex differentiation happens; as we have observed in the failing role of family institution in inculcating moral values to her younger generation; however, other parts will be re-organized to cushion the damaging effect of the non-functioning part.

Recommendations

It is the opinion of the study that the following suggestions if duly followed, would help family institution to go back to her original role in inculcating moral values to the younger generation; thereby producing younger generation who does not involve in any social vices for high academic performance in tertiary institutions. The recommendations are as follows:

1. Families and parents should give more time in training their children to live a worthwhile moral life; this will contribute to the high academic performance of their children in tertiary institutions.
2. Documentaries inform of folktales which hinge on moral building should be incorporated in film industry and present as home videos.
3. Religious organizations should help family institution in inculcating moral values to the younger generation.

4. Husband and wife should be discouraged for both to choose job career that would not give the chance to take care of their children morally.
5. Teachers should help to monitor the activities of students in the school and punish any student or group of students that goes contrary to the rules and regulations guiding the school.
6. Student unionism should be monitored, to avoid bad eggs hiding in them to cause mayhem to the school and society in general.
7. Information from this study points to the need for more studies to be conducted on the causes of social vices in Nigerian society.

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