

BIRTH ORDER AND PARENTING STYLES AS PREDICTORS OF PRIVATE SECONDARY SCHOOL STUDENTS ACADEMIC PERFORMANCE IN ALIMOSHO LOCAL GOVERNMENT AREA, LAGOS

BY

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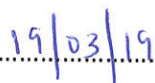
CERTIFICATION

I certify that this study was carried out by OJO, BOSEDE PRAISE of the Department of Psychology, Faculty of Social Sciences, Federal University, OyeEkiti.

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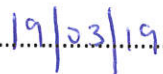
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DEDICATION

This project work is dedicated to God Almighty, my Creator and king. In Him I can depend Without Him, I am nothing. I also dedicate this research work to my wonderful and darling parents, Mr. &Mrs OJO

ACKNOLEGEMENT

I give glory to almighty God, my maker, for his unending grace over my life, for seeing me through this four years.

To my supervisor, Dr. A.T Ayinde, I say thank you. You have been a tremendous mentor to me. I would like to thank you for your encouragement, your humbly and favorable criticism, this work would not have been completed without you.

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ABSTRACT

The overall aim of this study is to examine the extent to which birth order and parenting styles predict academic performance of private secondary school students in Alimosho Local Government Area Lagos.

This study was necessary due to the high rate of students low academic performance in private secondary school. Questionnaire was used in collecting specific information from 200 participant. The questionnaire was divided into two parts (Section A and B). Section A consist items that elicit information on the subjects' socio-demographic background. Section B focus on the second independent variable, parenting styles, which consists 30 items. Three hypothesis was tested using linear regression and multiple regression.

Result shows that the dimensions of parental styles did not jointly predict scores on English [$F(3, 196) = 1.82, p = .15, R^2 = .03$], math [$F(3, 196) = .92, p = .43, R^2 = .01$] and overall performance [$F(3, 196) = 1.82, p = .14, R^2 = .03$]. Independently, only authoritative style predicted overall performance [$\beta = -.16, p = .03$], birth positions did not significantly influence scores on English [$F(5, 194) = 1.74, p = .13$], math [$F(5, 194) = .86, p = .51$] and overall performance [$F(5, 194) = .86, p = .51$]. Therefore, hypothesis two is not supported. The study concluded that birth order and parenting styles has no significant relationship with private secondary school students academic performance. This study therefore recommends that parents should implement conscious effort to enhance positive perception about students learning as significant predictors of academic performance. Also the study recommends that more attention should be also place on student's personality.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is not a gainsaying that education has over the years become an essential key to an individual's development. In an individual's life, education plays a central role in shaping the goals and ideals of an individual; pace of coping with daily challenges and integral development. Society's development is also determined by the standards of education that people undergo. Hence aspects that determine an individual's academic achievement remain vital to any member of society that values development. Though academic achievement is fundamental at every stage of personal growth, it could be regarded as essential at adolescent stage; as this stage determines one's success or failure in life. There are a number of factors that determines an individual's academic achievement especially at a tender age.

Few decades ago, education has a paramount status in the society and it attracts the total interest of learners of this age as they commit themselves to successful performance. This age is experiencing a different status as its (education) values seems to have reduced based on the serious level of manipulation. For instance, during the 90's, a student can write WAEC five times before he/she finally makes it, but this is not so in this age as a student are often be encouraged by teacher, parents and sometimes school management to register in a special center where assistance will be rendered to make the paper at once (Eckstein et al, 2010).. The high level of failure in academic performance of Nigerian private secondary schoolstoday is so alarming that has developed scholarly investigation of the personalities, cognition,development and the environmental factors that contribute to the performance of the students(Eckstein et al, 2010)..This research work will therefore examine the effect of birth order and parenting styles on

academic performance of private secondary school in Alimosho Local Government Area in Lagos.

At the very basic level of influence are the parental roles since they are the core unit of the society and the ones directly linked to an individual from the time of his/her basic development to maturity (Kang & Moore, 2011). It is important to emphasize the roles of parent in the success of their children's education. Most parents do everything in their capacity to train their ward well as some even enroll them into private schools where they pay huge amount of money to give them the best education. During the inception of education in Nigeria, public school was the best route to acquire quality education. Over the years, this value seems to have diminished and paved way for private sectors to offer quality education with remarkable facilities. It is also important to note that the competitive edge private schools have over their public counterpart is also diminishing unlike when they started. For instance, they used to train students to pass examination without any assistance but this is not the case today as most private schools appear to have turned 'miracle' centres where students can pass even without adequate preparation.

All over the world, academic achievement has been associated largely with progressive communities (Hoang, 2007). Students who have higher academic achievement are at an advantage in terms of positive outcomes such as joy, pride, happiness and success in their endeavors (Elliot & Dweck, 2005). Similarly, having higher academic achievement has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation (Elliot & Dweck, 2005). Conversely, lower academic achievement is linked to low levels of particular achievement goals (Boon, 2007). Academic success in terms of higher achievement has long been thought to be the path to a stable livelihood and a successful future (Boon, 2007). Academic success relates to having high academic achievement in childhood (Kang & Moore, 2011). Furthermore,

successful achievement in education is usually as a result of positive drive and other relevant factors that make education to be interesting.

There are diverse circumstances that contribute to the academic performance of private school students; this include the teaching methods, school facilities, students zeal and personal interest in education, parenting style and birth order. It is important to note that the relationship of the teachers and student as well as the techniques they employ to impact knowledge hub potential to determine the outcome of student academic performance. The available facilities such as conducive learning environment, library as well as playing grounds can also aid the learning capacity of the students. Research has shown that the climate in which a child spends his or her childhood has a deep and lasting impact on his or her cognitive, emotional, and social development (Holmgren, Molander, & Nilsson, 2006; Leman, 2009). Most scientists and researchers acknowledge that a child's overall development is shaped and formulated by variables within the home environment, such as quality of parenting, and the resources which are readily made available to the family (Downey, 2001). Downey (2001) further stated that it may seem surprising to some researchers and laypeople to learn that "one of the most consistent predictors of educational outcomes is the number of siblings (p. 497). As such, the importance of sibling relationships and impact of birth order cannot be overstated.

Birth order is an extensively researched and controversial concept in the social science literature that has attracted many scholars. It has been a consistent standard variable in psychological research since Alfred Adler first applied the idea in 1918. From a historical point of view, it is likely that Alfred Adler was influenced by Charles Darwin and his theory of evolution and adaptation (Cervone & Pervin 2008). Adler used the concept of birth order in his work, while combining it with other information in order to access lifestyle. (Ansbacher & Ansbercher, 1956

cited in Eckstein et al 2010). Since the works of Adler (1927, 1946; Ansbacher & Ansbacher, 1956) were published in the early 20th century, researchers have been working to find links between the family of origin and variables such as academic achievement, personality development and socioeconomic status (Fergusson, Horwood, & Boden, 2006). Adler (1927, 1946; Ansbacher & Ansbacher, 1956) believed that children's characters are primarily shaped by familial environment (Campbell, White, & Stewart, 1991). Children must work to create an individual and important role, or niche, which thus spurs and supports development (Sulloway, 1997).

In working to create a role unique from those of their siblings, children are naturally assisted by their birth orders (Sulloway, 1997). According to Adler (1927, 1946), there are two types of birth order: biological and psychological. Biological birth order is defined as the placement into which one is born (first born, middle child, last born, or only child) (Leman, 2009). Psychological birth order is defined as the birth order role with which one most closely identifies, regardless of one's biological position (Campbell, White, & Stewart, 1991). It is quite possible for one's biological birth order to differ from one's psychological birth order due to a variety of variables such as divorce or sibling handicap.

Baumrind's conceptualization of parenting style has produced remarkably consistent picture of the type of parenting style conducive to the successful child's integral development (Baumrind, 1967). According to the theory, there are four main parental styles: authoritarian, authoritative, neglectful and permissive (Ibukunolu, 2013). These four parenting styles could affect adolescence in their academic achievement. Authoritarian parenting is a restrictive punitive style in which parents exhort the child to follow their directions and respect their work and efforts, place firm limits and controls on the child and allows little verbal exchange (Santrock, 2008).

1.2 Statement of the Problem

There are numerous challenges surrounding the poor academic performance of private secondary school students, some which includes the learning environment of the students, teaching methods employed in passing knowledge, the parenting style employed by parent in bringing up a child, and the interest and devotion of students to their studies.

Research has shown that the climate in which a child spends his or her childhood has a deep and lasting impact on his or her cognitive, emotional, and social development (Holmgren, Molander, & Nilsson, 2006; Leman, 2009). Since the works of Adler (1927, 1946; Ansbacher & Ansbacher, 1956) were published in the early 20th century, researchers have been working to find links between the family of origin and variables such as academic achievement, personality development and socioeconomic status (Fergusson, Horwood, & Boden, 2006). Adler (1927, 1946; Ansbacher & Ansbacher, 1956) believed that children's characters are primarily shaped by familial environment (Campbell, White, & Stewart, 1991). Children must work to create an individual and important role, or niche, which thus spurs and supports development (Sulloway, 1997).

The above studies show that a lot of foreigners and researchers have examined the influence of birth-order and the parenting styles on academic performance but all these scholars examine these factors separately. Thus, the present study will examine these variables simultaneously. This project work will therefore explore the effect of birth order and parenting style on private secondary school students' academic performance.

1.3 Research Questions

This research work provide scholarly answer to the following questions.

- i Would birth order predict academic performance of secondary school student?
- ii Would parenting styles affect the academic performance of private secondary school student?
- iii Would combination of birth order and parenting style predict academic performance of private secondary school?

1.4 Aim and objective

The main aim of this research work is to explore the psychosocial factors that influence a child's academic performance. The specific objectives are to:

- i assess the extent to which birth order predict academic performance of private secondary school students.
- ii determine the extent to which parenting styles predict the academic performance of private secondary school students.
- iii determine the joint predictive value of birth order and parenting styles on academic performance of private secondary school students?

1.5 Significance of the Study

This research work is a resourceful solution to the poor academic performance of private secondary school students by suggesting remedies that encourages adequate to academics. It also suggest various teaching techniques to teacher for effective passing of knowledge. Parents were

also influenced in their methods of bringing up their children. It also raised the standard of academic performance of private secondary school and body of knowledge as a whole. This research also serve as a model work in solving psychosocial problems that influences poor academic performance in Nigerian secondary schools.

1.6 Definition of terms

ACADEMIC PERFORMANCE

Academic performance can be defined as the overall outcome or results of the evaluation of learners understanding about their studies. This is simply the result of students performance after a period of learning.

BIRTH ORDER

Birth order is defined as an individual's perception of his or her role within the family (Adler 1927, 1946; Ansbacher & Ansbacher, 1956; Campbell, White & Stewart, 1991; Leman, 2009; Sulloway, 1997). Birth order can also be defined as the role with which one most closely identifies, regardless of one's biological position (Campbell, White & Stewart, 1991). Birth order may also relate to how they are viewed and perceived by orders (Schwab & Laudgren, 1978).

PARENTING STYLE

Parenting Style can be defined as the pattern or method parents employ to train up their children. It is the style of parenting that determines the level of relationship between children and their parents. It also determines the behaviour of the children and their participation to other activities such as education, relating to others etc.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the clarification of the concepts, on the variables under consideration of this study. It also presents a review of theories and empirical studies related to variables as well as the hypotheses.

2.1 Conceptual Clarification

This section will explain the concept of academic performance, birth order and parenting styles.

2.1.1 Academic Performance

Academic performance relates to the positive identity structures, which encompass self-esteem, self-efficacy, and motivation (Bandura, 1997). On the other hand, Zimmerman (2001) revealed that academic performance can be defined as a self-regulated learning, including excellence in sports, arts, culture, behaviour, confidence, and communication skills, and it shows how learners control their emotion, feelings, and actions in order to academically achieve. The Kenya's education arrangement is dominated by examination oriented training, where passing exams is the only standard for performance since there is no internal structure of monitoring learning achievements (Maiyo, 2009). Orodho (2008) explained that, In some regions of Kenya, poor performance in the Kenya Certificate of Secondary Education (K.C.S.E.) has been attributed to factors such as, absenteeism of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models, though these factors differ depending on the critical region as well as the school.

A report by Kanere (2009) pinpointed that many students who attended schools in camps performed poorly during exams. However, different people had different opinions about the root of this problem. The report showed that most students blamed the teachers with an explanation that teachers did not explain lessons clearly and as a result, students could not understand the material being taught and hence they did not score good marks on exams. Some other students claimed that teachers speak in difficult English that was hard to understand. Consequently, students were unable to grasp lessons and eventually performed poorly.

The same study by Kanere (2009) sought to find out the opinion of the poor performance from the teachers point of view and found out that, according to teachers the blame was on students and their parents. Some teachers reported that students were not serious about their education and that they do not respect their teachers including doing their assignments as instructed. Other teachers said that students perform poorly because their parents were not responsible enough.

However on their side, parents had different opinion on the cause of poor performance in schools. For example some parents blamed the fact that classes were overcrowded and hence teachers were unable to monitor students individually and therefore teachers could not identify their students' weaknesses and address them specifically. Consequently, according to the parents, there are many teachers who were not qualified for the courses they are assigned to and hence they were unlikely to explain their lessons influenceively which leads to students failing their exams since they did not understand lessons in the first place.

Studies have shown that attendance of students have positive relationship with their academic performance According to Emore, lateness was common among female students than male students. This was as a result of their involvement in domestic activities by their parents.

Obemeata, Adeboyeje and Obayan studies revealed that school physical environment exert some dominant influence on learners' academic performance. However, Akinwumi and Ayeni, Fareo and Okotoni gave contrary views that there was no significant relationship between physical environment and academic performance of students. This unending problems of truancy and poor academic performance of secondary school students call for a study like this.

In addition to this, studies carried out by Onwioduokit (1996) and Olarewaju (1997) showed that insufficient manpower, lack of concentration during lessons, lack of commitment and motivation to work, lack of equipment, poor attitudes of students, poor understanding of concepts, inability to study well, neglect of assignment and pleasure seeking attitude contribute to low academic achievement.

In the same vein, Bulus (2001) observed that the problem of mass failure in public examinations is a matter of grave concern in the present millennium. Ukeji (1999) was also of the opinion that in Nigeria, decay in public examinations is particularly grave, debilitating, degenerating, deteriorating and dehumanizing. Ojerinde (1998) attributed the causes of low academic achievement in schools to factors such as: school environment, home background, economic, political and intellectual capability, social and entry qualification.

Furthermore, records of students' poor academic performance in some colleges of education are not encouraging. No matter how well conceived a country's developmental plans may be, they would be thwarted due to low academic achievement. Indeed, poor academic performance and high failure rate are inimical to the development of any society.

Factors influencing academic performance

- i. Teaching method: Different skills and methods employed by teachers contribute to students' academic performance. Students develop interest in teachers that are more friendly than teachers that are harsh.
- ii. Reasoning skills: More general reasoning skills, such as those measured by Piagetian or neo-Piagetian logic questions (Piaget 1966), have also been demonstrated to be strong predictors of student success in secondary schools (Helseth,1981). Davidson and Haffey (1979) suggest that a student's intelligence quotient (IQ) is the best predictor of her or his success in school.

In addition to logic and reasoning skills, background knowledge in various subject also seems important to success in academic pursuit.

iii. Student perceptions: This seem to be an important components of success in students. Nist *et al.* 2002, found that student self-perception of examination performance was also a valid predictor of final grade. The authors suggest that accurate self-evaluation is a meta-cognitive talent that is well-developed in successful students.

2.1.2 Birth Order

Birth order is an extensively researched and controversial concept in the social science literature which has attracted much debate through history (Eckstein et al, 2010). Birth order has been a consistent standard variable in psychological research since Alfred Adler first applied the idea in 1918 (Cervone & Pervin, 2008). From a historical point of view, it is likely that Alfred Adler was influenced by Charles Darwin and his theory of evolution and adaptation (Cervone &

Pervin, 2008). Adler used the concept of birth order in his work, while combining it with other information in order to assess life-style (Ansbacher & Ansbacher, 1956 cited in Eckstein et al, 2010).

However, Sulloway's *Born to Rebel* (1996) brought renewed energy to birth order research. Although the book was acclaimed by many, it also found equally ardent detractors (e.g., Freese, Powell, & Steelman, 1999; Johnson, 2000; Spitzer & Lewis-Beck, 1999). Major criticism centered on Sulloway's research design as well as accusations of misleading manipulation of the data (Johnson; Spitzer & Lewis-Beck). The sheer volume of research on birth order can be overwhelming. Miley (1969), Forer (1977), Watkins (1986), and Stewart and Stewart (1995) all compiled bibliographies on birth-order research, and Stewart and Stewart alone found 1,065 items published about birth order from 1976 to 1993. In an attempt to make sense of the broad amount of information available in birth-order research, Eckstein (2000) categorized the birth-order attributes of 154 birth-order studies.

As previously noted, studies have supported the view that birth order has an effect on the personality (Healey & Ellis, 2007; Jefferson et al, 1998; Nyman, 1995 and Saroglou & Fiasse, 2003) and an individual's subsequent achievements (Fergusson et al, 2006 and Paulhus et al, 1999). Another key area of interest is whether birth order influences self esteem. Alfred Adler suggested that birth order is related to many aspects of an individual's life including his/her self-esteem (Ansbacher & Ansbacher, 1956 cited in Eckstein et al, 2010). Adler believed that each individual's role within the family is unique, with varying associated expectations, issues and challenges, however when these are met or overcome the end result equates to positive self-esteem (Ansbacher & Ansbacher, 1956 cited in Eckstein et al, 2010). Falbo (1981) suggested

that birth order affects self-esteem in adolescents and young adults. The study, consisting of 841 males and 944 female undergraduate university students, examined the relationship between birth order and personality traits (Falbo, 1981). Falbo (1981) used several personality instruments, a background questionnaire and the Rosenberg Self-Esteem Scale. The results revealed first-borns tended to have higher self-esteem compared to later-born children, with the lowest self-esteem occurring in middle-born females (Falbo, 1981). Birth order may also relate to how an individual understands how they are viewed and perceived by others (Schwab & Laudgren, 1978).

Schwab and Laudgren (1978) carried out two relevant studies, involving 236 female and 236 male undergraduate college students, examining the relationships between birth order, perceived evaluations of self by others and self-esteem. The study found first-borns to have a higher self-esteem compared to later-borns and these characteristics are greater again in females compared to males (Schwab & Laudgren, 1978). It was also found that perceived appraisals of significant others are important in explaining differences in birth order (Schwab & Laudgren, 1978). Furthermore, they suggested that perceived appraisals of authority figures, for example fathers, are most influential for first-born females, while perceived appraisals of close peers are of most importance for first-born males (Schwab & Laudgren, 1978).

Some literature reviews tend to find minimal effects for birth order. Ernst and Angst [1985] reviewed some research published between 1946 and 1980. They also did their own study on a representative sample of 6,315 young men from Switzerland. They found no great effects of birth order. Harris [2007] in her study, suggests that birth order effects may exist within the context of the family of origin, but that they are not enduring aspects of personality. When

people are with their parents and siblings, firstborns behave differently than laterborns, even during adulthood.

Many studies exist that examine parenting styles (e.g. Abell, Clawson, Washington, Bost & Vaughn, 1996; Beyer, 1995; Bluestone & Tannis-LeMonda, 1999). Baumrind's (1978), three parenting styles of authoritarian, permissive and authoritative are often used in studies investigating parenting styles in relation to diverse child outcome variables such as, academic achievement, self-confidence, aggression, delinquent behavior, and substance abuse, (Dombush, Ritter, Leidermann, & Roberts, 1987; Hart, Nelson, Robison, Olsen, & McNelly-Choque, 1998; Hill, 1995; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Shumow, Vandell, & Posner, 1998).

Researchers typically have identified these three parenting styles based on the levels of control and warmth displayed by parents on a regular basis and in a variety of situations. Past research has also included a fourth parenting style called neglectful, which is characterized by low warmth and low control (Dekovic & Gerris, 1992; Glasgow, Dornbusch, Troyer, Steinberg & Ritter, 1997, Leung & Kwan, 1988). Maccoby and Martin (1983) call this parenting style indifferent, uninvolved, they described these parents as emotionally detached.

Indifferent-uninvolved or neglectful parents tend to keep their children at a distance, responding to child demands to make them cease. Little is known about this parenting style and research on this population of parents is lacking because they are typically not very responsive or involved in their children's lives and therefore, do not volunteer to be studied (Tiller, Garrison, Block, Cramer & Tiller, 2004). Because these parents and consequently their children are difficult to study, the current study examines only the three previously mentioned parenting style.

2.1.3 Parenting Styles

Lots of literature exist among the phenomenon under investigation. However, there are several gaps in the reviewed literature which the present study filled. Rogers, Theule, Ryan, Adams, and Keaing (2009) in Canada found out that parents who adopt strong authoritarian parenting styles contribute to students' lower academic performance. Mohammed, Koorosh and Hamid (2011) demonstrated that authoritarian parenting style was negatively associated with children's academic achievement in Iranian families. The study found out that paternal authoritarian parenting styles showed no significant association with children's academic achievement.

Hong (2012) concluded that both parental practices and parenting styles influence children's school achievement. Cherry (2013) in South Africa indicated that the results of the regression model for academic performance were significant, Verenikina, Vialle and Lysaght (2011) revealed that this parenting style had influence on academic performance, Efobil and Nwokolo (2011) showed that authoritative parenting style is more common among parents than other methods of parenting.

Fakeye (2014) revealed that there was no significant difference in the reading achievement of pupils from different parenting styles. In Ghana, Nyarko, (2011) found out that parenting styles influenced students' academic achievement. Tilahun (2012) showed that students who perceived their parents as permissive had significantly lower academic achievement Maphoso and Dikeledi (2014) outlined that academic achievement is a factor of many variables.

Academic achievement is thus associated with elitist lifestyle as well as elevated livelihood in the society. The experience across culture is however variable depending on the socialization background of a given region. On the other hand, in Kenya, academic achievement remains largely associated with those well to do families that can afford fees payable in descent schools and colleges (Ashiona & Mwoma, 2013). The family has the greatest socializing influence on children (Ngwiri, 2008). This is because through words and deeds of parents, children's personality is shaped and their ways of doing things become habitual. In addition, it is the prime responsibility of the parents to socialize their children in order to conform to societal standards and be able to function successfully in the community.

Studies such as (Rivers, 2006; Seth & Ghomode, 2013; Jaluo, 2013; & Ashiono & Mwoma, 2013) explored factors contributing to academic excellence of students at tender to adolescent age. Some studies have explored the Freudian Psychosexual psychology in a bid to explain the disparity while others adopted the psycho-social approach. However, scanty literature was available on the influence of parenting styles on academic achievement in Secondary Schools in Rachuonyo North Sub County.

2.2 Theoretical Framework

2.2.1 Adlerian Theory of Birth Order

Birth order has been a consistent standard variable in psychological research since Alfred Adler first applied the idea in 1918 (Cervone & Pervin, 2008). From a historical point of view, it is likely that Alfred Adler was influenced by Charles Darwin and his theory of evolution and adaptation (Cervone & Pervin, 2008). Adler used the concept of birth order in his work, while combining it with other information in order to assess life-style (Ansbacher & Ansbacher, 1956 cited in Eckstein et al, 2010).

Characteristics of First Born Children

First born children are given the option of choosing the niche they want to develop within the family (Paulhus et al., 1999; Sulloway, 1997). Typically, the first born chooses to please parents and other authority figures by assuming responsibility and identifying with authority figures (Leman, 2009; Paulhus et al, 1999, Sulloway, 1997). Leman (2009) characterizes first born children as being the most reliable and leadership oriented of the siblings. They are also deeply concerned with achievement and tend to be more serious than their sibling counterparts (Gugl & Welling, 2010; Herrera et al, 2003; Leman, 2009). First born children also tend to be

perfectionistic, critical, and independent (Leman, 2009; Paulhus et al., 1999; Sulloway, 1997). According to Leman (2009), firstborns may be classified as either compliant or aggressive. Compliant firstborns are typically scholarly and hardworking and have a need for approval (Eckstein, 2000). Aggressive or assertive firstborns are leadership and achievements oriented and tend to be more critical than their compliant counterparts (Leman, 2009).

First born children serve several roles within the family. They are rough drafts for the parents (Leman, 2009; Whiteman, 2003) but also mentors to younger siblings (Leman, 2009; Zajonc, 1976). With this child, parents tend to be more anxious and push harder for better performances than they do with proceeding siblings (Leman, 2009; Whiteman, 2003). Whiteman (2003) also points out that due to the relationships experienced with the first born, parents may become more adept in dealing with later born siblings.

Characteristics of Middle Born

Children Kidwell (1982) pointed to the exclusion of middle born children in empirical research. It is this birth order that remains the most mysterious of them all (Leman, 2009). Both Kidwell (1982) and Leman (2009) theorize that this may be due to the ambiguity surrounding the definition of middle born. While first born and last born are relatively simply defined terms, a child who is second of eight or fourth of seventh does not quite fit into one single category (Kidwell, 1982; Leman, 2009). Due to this undefined role, the middle child may struggle throughout childhood to find his or her place within the family (Kidwell, 1982; Leman, 2009; Sulloway, 1997).

Children born after the first born are challenged to find a way of competing with or differing from the firstborn's accomplishments (Gfroerer *et al*, 2003). Middle children will compete with older siblings if the older siblings exhibit a weakness; since older siblings are usually smarter, faster, and stronger, competition is not always the first choice (Leman, 2009).

Typically if a first born excels academically, the next born sibling will compete athletically (Gfroerer *et al*, 2003; Leman, 2009). As a middle child, this sibling is in a constant race to stay ahead of the younger siblings and also compete with older siblings for parental attention (Gfroerer *et al*, 2003; Leman, 2009). Many middle children often feel that they do not have a place within their own family and thus feel more at home within their peer groups (Blair, 2011; Leman, 2009). In fact, as compared to their sibling counterparts, middle children spend more time with peers than with family (Blair, 2011; Leman, 2009). However, middle children who are emboldened and reassured by their parents may find their place within the family as diplomats and peace makers (Gfroerer *et al*, 2003). Leman (2009) states that the most important principle to consider when analyzing the middle child is what he calls the branching out effect, which states that the second child is most likely to be more directly impacted by the first born child; likewise, the third born child is most likely to be directly impacted by the child born closest to he or she.

Middle children possess the unique experience of temporarily being the baby of the family (Blair, 2011). For a set amount of time, these children experience all the benefits usually given to the youngest children until the next sibling comes along. This experience may lead to resentment, however, researchers note that it is the middle child that is typically the easiest to get along with (Blair, 2011; Leman, 2009). Unlike first born children, who may have unrealistic

expectations due to the amount of time spent with adults, middle children tend to base their comparisons on their peer groups, resulting in more realistic expectations (Blair, 2011). Blair (2011) and Leman (2009) further state that the middle child is usually the first of the siblings to leave home and typically feel more comfortable moving farther away from the family of origin.

Characteristics of Youngest Children

The youngest child of the family tends to be the family charmer (Leman, 2009). In comparison with other birth order ranks the youngest child is the life of the party, often seeking to be the center of attention and excelling in interpersonal relationships (Blair, 2011; Leman, 2009). However, the youngest child may also be perceived as spoiled, pampered by parents, and undisciplined (Leman, 2009). The youngest child does not face the challenge of being dethroned as do the oldest and middle siblings (Sulloway, 1997).

Furthermore, the youngest child may also be manipulative and rebellious, becoming well accustomed to being ignored or insulted by older siblings (Cáceres-Delpiano, 2006; Leman, 2009). Campbell et al (1991) stated that because this child must overcome the most adversity and work the most to find a niche within the family, he or she may easily become discouraged or unmotivated. As compared to their sibling counterparts, lastborn children are typically more disorganized and less achievement oriented (Blake, 1981; Booth & Kee, 2009; Blair, 2011).

Blair (2011) pointed to parenting behaviors when analyzing the characteristics of each of these birth order positions. Just as parents delighted in each new development of their first born child, they also delight in those of the last born, as they may realize that this is the last time they will experience those milestones (Blair, 2011).

Characteristics of Only Children

Historically, it was deemed nearly unacceptable to have only one child, however, as times have changed, this birth order position has become increasingly common (Blair, 2011). Leman (2009) labeled only children as super firstborns, exhibiting many of the same characteristics of a first born child only to a much more exaggerated extent. Only children do not experience sibling rivalry or competition for parental attention or affection and resources, but they also miss out on the socialization opportunities afforded to children in larger families (Leman, 2009). As compared to other birth orders, the only child may be considered more cautious, arrogant, mature and often, more articulate (Blair, 2011; Leman, 2009). Only children tend to excel academically and interact best with adults (Blair, 2011). Only children are also better able to entertain themselves and do not have the need for approval that first born children typically possess (Blair, 2011).

Biological birth order is simply the placement into which one is born (Sulloway, 1997). A child who is born first becomes the firstborn child of his or her family. Psychological birth order, on the other hand, is the way in which one perceives his or her birth order (Ansbacher & Ansbacher, 1956). Adler believed that the biological effects of one's birth had little impact in comparison with the environment in which he or she is born (Ansbacher & Ansbacher, 1956). This implies that psychological birth order may in fact differ a great deal from one's biological birth order. The perceptions one forms about roles within the family are thought to be long lasting and have a deep impact on career choices and leadership styles (Whitbourne, 2013).

Leman (2009) defined firstborn children in a variety of ways: the first child born to a family is typically considered a firstborn child unless there are intervening variables; the first

child of a particular gender born to family can be considered a firstborn child, regardless of biological placement and a child who is born more than 5 years after the sibling closest in age to him or her could also be considered a firstborn child. Leman (2009) further discussed the issues of child spacing, gender, multiple births and adoptions and how each of these variables affects perception and development.

Importance of Birth Order

Leman (2009) believed that the greatest influence on childhood development is that of the family. Alfred Adler (1927, 1946; Ansbacher & Ansbacher, 1956) believed this as well and firmly negated that the belief that children from the same family will be similar. Both Adler (1927, 1946) and Leman (2009) defined birth order as simply the ability to comprehend one's place within one's family of origin. Sulloway (1997) defined these familial places as niches, which play an extremely vital role in children's development. Each individual within a family possesses a separate perception of his or her role within the family, which may or may not align with biological placement (Campbell et al., 1991). This perception of one's familial role plays a far more important role than the actual biological role itself (Adler, 1927).

Research has shown that siblings raised in the same home often display fewer similarities than complete strangers (Buss, 1999; Kruger, 2011; Leman, 2009). While first born children most often find themselves identifying more with parents and authority figures, last born children are more likely to rebel against authority figures (Buss, 1999; Leman, 2009). Only children and first born children are more likely to have higher self-esteem and to experience closer relationships with parents (Kidwell, 1982; Leman, 2009).

First born children are also more likely to be jealous (Eckstein et al., 2010) and to seek mental health services as they develop (Leman, 2009). Last born children, on the other hand are much more sociable than their first born counterparts and are also more empathetic and laid back (Eckstein, et al, 2010). Middle born children are the least understood of all birth orders (Kidwell, 1982; Leman, 2009), often feeling that parents demonstrate more negative feelings towards them and struggling to develop their own identities (Kidwell, 1982). Leman (2009) referred to middle born children as the diplomats or peace makers of the families, but also points out that they may be aggressive competitors, and further stated that these children are often the first to move out of the house and are also typically the child who moves the farthest from the family of origin.

The relationships experienced with parents and siblings forms an indelible mark on the lives of all individuals (Ansbacher & Ansbacher, 1956; Kluger, 2011; Leman, 2009). These relationships, as well as the perceptions of the relationships, cause individuals to form specific lifestyles and behaviors that then shape their cognitive and social development (Gfroerer et al, 2003). Leman (2009) further hypothesized that the most intimate relationships most people experience are those with one's family of origin. In fact, Leman (2009) believed that sibling relationships and bonds can be stronger than marital relationships. The home in which children reside can provide children with rich resources for both academic and social development (Carlson & Corcoran, 2001).

Birth Order and Motivation

First born siblings have been found to be over-represented in fields which generally require greater levels of education and achievement (Adams & Phillips, 1972; Leman, 2009, Sulloway, 1997). Due to the fact that motivation and achievement are often linked, it is believed

then that first born siblings also demonstrate higher levels of motivation (Adams & Phillips, 1972; Ashby et al, 2003; Atta et al, 2011; Badger & Reddy, 2009; Blair, 2011; Booth & Kee, 2009; Sulloway, 1997), although there is little recent empirical data with which to substantiate this theory. The studies of both Adams and Phillips (1972) and Ashby et al. (2003) found in their study that while first born siblings are in no manner superior to their sibling counterparts, due to personality differences, they may be more motivated to excel and achieve academically.

Carette et al. (2011) referred to Achievement Goal Theory, which they believe to be the most widely accepted theory currently explaining individual's motivation to achieve in a variety of settings, including both work and education. Elliot (2005) explained that one's thoughts and feelings pertaining to achievement are directly impacted by one's specific goal preferences. However, as these researchers pointed out, far more important than the theories that explain motivation and achievement are the ways in which these are formed and impacted by the environment (Carette et al., 2011).

Birth Order and Academic Achievement

Initially, the birth order effects observed by many researchers were thought to be provoked by the differing treatment that siblings received from parents, which in return would lead to differing levels of motivation and achievement (Hilton, 1967). The research of Sulloway (1997) however, shifted the birth order paradigm. Sulloway (1997) suggested that it was not in fact the parents that caused the conflict; instead, siblings must compete with one another to create a unique niche within the family. It is this competition that leads to personality and cognitive differences. These environmental influences that impact children's social and cognitive development are crucial and their effects last far beyond childhood (Holmgren et al., 2006).

When compared to other siblings, firstborns are most likely to be concerned with the pursuit of perfection (Ashby, et al, 2003; Leman, 2009). Firstborns also express a stronger need for achievement and respect for positions of authority (Ashby et al, 2003).

Parents often put a great deal of pressure on the first born as they are the parents' guinea pig (Whiteman, McHale, & Crouter, 2003). Middle children, on the other hand, often feel surrounded and engulfed by competition (Ashby et al., 2003). Middle children may be diplomatic or may become rebels (Leman, 2009). The youngest child has the most competitors of all the siblings and often feels the most overwhelmed (Ashby et al., 2003).

Leman (2009) pointed out that while the baby of the family may be overcome with competitors in terms of siblings, the parents typically dote on this child the most and discipline may become more lax, leading to less motivation and achievement when compared to first born siblings. However there are several theories that debate that the first born will be the highest achieving of the siblings and suggest that the last born, due to the higher rate of competition, will in fact be a higher achiever (Silles, 2010). The majority of literature suggests that as family size increases, sibling intelligence declines, which is commonly referred to as the resource dilution theory (Holmgren et al., 2006). Intelligence was measured by intelligence tests such as the 'block design and word comprehension' tests, and by measures of executive functioning, such as assessments of 'working memory and verbal fluency tasks' (Holmgren et al., 2006, p.53).

2.2.2 Parenting Styles

An Adlerian Approach

According to Alfred Adler's theory on children, Adler believed that children have a strong need to feel safe (Mosak & Maniaci, 1999). The concept of being safe also touches in with Abraham Maslow's hierarchy of needs, a child who does not feel safe. This is one of the most basic needs

including shelter and food, and without these children will not have the ability to form a healthy self-esteem, Maslow 1943 (as cited in McLeod, 2007).

One of the theories to keep children safe was Adler's use of "natural and logical consequences" (Nystul, 1984). A logical consequence would involve the parent working with the child to establish limits and rules and consequences that the child will experience if the rule is broken. The parents can then instill in their child a sense of safety and security by establishing the limits of their children's behavior, as well as be consistent in their parenting practices (Nystul, 1984). An example of a natural and logical consequence for a child would be, a child is not home in time for lunch, therefore they miss lunch and the natural consequence is hunger. It is important that the consequences must be related to the misbehavior, respectful of the child, and reasonable based on the individual experience (Nelsen, 1985). According to an article by Jane Nelsen regarding the three logical R's of consequences, if a consequence is not respectful it can add to humiliation in the child which can lead to resentment. The writer believes that resentment may impact a child's self-esteem by making them feel a sense of anger as well as a feeling of being incompetent in the eyes of their parents.

Another concept that Adler viewed as important is that children need to feel that they belong, as well as feel they are loved and respected (Nystul, 1984). Rudolf Dreikurs, noted the "desire to belong is their strongest motivation in their behavior (Dreikurs & Soltz, 1964, p. 14). The concept of belonging begins in the home and should be transferred into school and friendships as well.

Another central idea in raising children according to Adler is instilling the value of social interest. This becomes an essential component of a healthy person (Ostrovsky, Parr & Gradel, 1992). The idea of valuing others and the world around influences a person's attitude,

perceptions, thinking, and the way they behave with others. The ability to care for someone other than oneself can only be developed when a person values and loves who they are first.

The goal of parenting is to raise a child who will eventually become a competent and confident adult, this goal is referred to as differentiation. Murray Bowen, a family system's theorist, identified the term "*differentiation*". Differentiation of self is one's ability to separate one's own intellectual and emotional functioning from that of the family; it is a direction in life and not necessarily a goal to be achieved (Goldenberg & Goldenberg, 2011). According to Bowenian theory, each generation moves towards a lower level of differentiation, which means that issues will continue to repeat themselves from generation to generation until emotional issues are confronted and resolved successfully (Goldenberg & Goldenberg, 2011). One tool that parents can implement as their children reach the teens years is to assert less parental supervision, so the child can begin to possess more responsibility and self-regulation (Bulanda & Majumdar, 2008). The write believes the ability to self-regulate and feel responsible makes a person feel that they are capable, which increases their self-esteem.

A well-differentiated person will move away to go to college and not find the need to be in constant communication with parents, expect parents to fix issues or rely on them for financial or emotional support. Although, in some cultures, moving away is not related to differentiation. When a person is struggling with differentiation and they are "fused" with the family, they can easily become caught up in the emotions of the family and it becomes more difficult to separate (Goldenberg & Goldenberg, 2011). Although helping a child through difficult situations sounds like a great idea, the helicopter parents have raised children who have not yet successfully differentiated. What will the next generation of children do when it is time to leave the nest? Will they feel competent? Will they feel confident? Will they be ready to meet life's challenges and

deal with the consequences? Adler once said, “the child is both the receiver and creator of his or her own world” (Mosak & Maniaci, 1999), p. 31.)

Baumrid Approach

Parenting styles are beneficial in understanding complex behaviors and attitudes associated with child outcomes (Rodriguez, Donovanick, and Crowley, 2009). Parenting Style is parental behaviors which encompass pleasures, privileges, and profits as well as frustrations, fears, and failures. Thus, parents can find an interest and derive considerable and continuing pleasure in their relationships and activities with their children (Dawkins, 2006).

There are nine parenting styles that were suggested by Baumrind (1999). These are; authoritative, demanding, traditional, authoritarian, undifferentiated, democratic, permissive, nondirective, and rejecting-neglecting. However current researchers have found out that parenting styles are often adapted by previous generations (Brown & Iyengar, 2008) and are passed down by culture.

Parenting style is one of the variables that have been studied extensively in human development (Baldwin, McIntyre, & Hardaway, 2007). It is considered an important determinant of several aspects of children’s outcome (Gadeyne, Ghesquiere, & Onghena, 2004). The notion has been related to children and adolescent academic achievement, optimism, confidence, motivation, externalizing problem behavior and attention problems (Gadeyne, Ghesquiere, & Onghena, 2004). Moreover, parenting style depends on the behavior and attitude of parents. Two major variables identified by Baumrind (1991) centered on parenting styles and child outcomes. One of

them was the responsiveness of parents to their child's needs in a reasonable, nurturing and supportive way.

It is generally agreed that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement (Brown & Iyengar, 2008). In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. Furthermore, children's academic motivation and behavior are directly influenced by family activities and parents' behavior, which are seen as the external factor. For instance, there is a positive outcome for both parents and children when parents interact in a fun and loving way during children's homework time (Morawska, 2007).

2.3 Empirical Review of Literature

Authoritarian Parenting style and academic performance

In this authoritarian style of parenting, children are expected to follow strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "*Because I said so.*" These parents have high demands, but are not responsive to their children. In addition, these parents are usually obedience and status oriented, and they always expect their orders to be obeyed without explanation (Karavalis, 2003).

Parents in the restrictive pattern of parenting are identified as authoritarian. Parents in this type attempt to sharpen, control, and evaluate the behavior and attitude of their children which is usually formulated by a higher secular authority (Baumrind, 1999). These parents are high on demandingness and low on responsiveness (Maccoby & Martin, 1983). Additionally, children

and adolescents with authoritarian parents were reported as having low self-esteem and spontaneity, as well as withdrawal, antisocial, and delinquent behaviors (Coie & Dodge, 1998). Parents in this pattern value obedience as a virtue and are punitive and forceful (Baumrind, 1999).

Authoritative parenting style and academic performance

The parents with an authoritative parenting style usually establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic and the parents are more responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents is more nurturing and forgiving rather than punishing.

Baumrind (1991) suggests that these parents usually monitor and impart clear standards for their children's conduct; they are assertive, but not intrusive and restrictive. Their disciplinary methods are always supportive, rather than punitive since they want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative.

Authoritative parents have high demandingness and high or medium responsiveness (Baumrind, 1999). Moreover, authoritative parents reasonably attempt to direct their children's activities and use more warm control, positivity during communication, feelings-oriented reasoning as well as induction, and more responsiveness to children's questions (Mize & Pettit, 1997). Interestingly, adolescents with authoritative parents reported higher grades in school performance than adolescents with neglectful parents, and demonstrated stronger school orientation, school engagement, and bonding with teachers than adolescents with neglectful parents (Steinberg, Eisengart, & Cauffman, 2006). Demanding parents are medium responsive and high demanding (Baumrind, 1999). However, traditional parents exhibited a different

structural role between mothers and fathers. For example, mothers are highly responsive however, relatively understanding. In contrast, fathers are highly demanding, but quite coercive and non responsive.

Indulgent parenting style and academic performance

Indulgent parents who are also known as permissive parents usually have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind (1991), permissive parents are more responsive than they are demanding. They are non-traditional and lenient, they do not require mature behavior, they allow considerable self-regulation, and they avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent (Grills, 2002).

Parents in the lenient pattern of indulgent parenting are composed of democratic, permissive, and undifferentiated parents. Democratic parents are high responsive and medium demanding while permissive parents are low or medium demanding and high responsive (Baumrind, 1999). Also, parents in this type highly accept their children and make some demands for the children's behavior. The parents allow their children fundamental self-regulation. Children of the undifferentiated parents would be expected to have the greater risk for emotional and behavioral problems (Fite et al.2009).

Neglectful parenting style and academic performance

Neglectful parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children (Baumrind, 1999). Parents in who practice neglectful parenting styles are

exemplified in rejecting-neglecting and non-directive parents. By contrast, non-directive parents are low demanding and medium responsive (Baumrind, 1999) while rejecting-neglecting parents are low relative to both demandingness and responsiveness and are unlikely to take part in their children's activities. Interestingly, Ehnval and Parker (2008) found that female depressed patients who underwent rejected or neglected parenting in their childhood had a higher chance of attempting suicide at least once during their lifetime. In contrast, males who had rejected or neglected experiences in their childhood were not as at risk of suicide attempts.

A study by Kassahun (2010) found out that the predominance of neglectful parenting style for high school aged males, since when males enter high school the parents believe that their sons can manage themselves, and thus they reduce their control as well as their close relationships. Neglectful parenting style tend to display low levels of demandingness since they ask and expect very little of their children. For instance, they rarely assign their children chores. These parents also display low levels of responsiveness to their children. They tend to be relatively uninvolved in their children's lives. As a result, these parents tend to grant their children a very high degree of freedom to do as they wish.

In addition, these parents tend not to be very communicative with their children. The child outcomes associated with the neglectful style of parenting are somewhat predictable. In general, these children tend to display poor social skills (Constanzo, 1985).

Parenting Styles and Academic Performance

Conversely, when parents are neglectful, academic disengagement and problem behavior are generated (Brown & Iyengar, 2008). One study found that mothers who were better to modulate emotion and ability to both intimacy and autonomy had children who had higher scores for verbal and math achievement (Skowron, 2005). Further, parents are seen to communicate

their characteristics or explanations for their children's achievement in terms of day-to-day interactions and behavior with their children (Phillipson, 2007). Therefore, parents are influenced by their children's academic achievement, and children's achievement is, in turn, influenced by their parents (Phillipson, 2007).

The foundation for parenting style and academic achievement is formed by the belief systems and attitudes in parents and their children (Brown & Iyengar, 2008). For example, Pastorelli et al. (2001) found that children with authoritarian parents perceived themselves as less efficacious for self-directed learning. In general, children are enhanced by authoritative parents and show higher academic competence, social development, self-perception, and mental health compared to children with authoritarian and permissive parents (Baumrind, 2012)

2.4 Research Hypotheses

- i. Birth order will have significant relationship with private secondary school students' academic performance
- ii. Parenting Styles will have a significant relationship with private secondary school students' academic performance
- iii. Birth order and Parenting styles will have joint and significant relationship with private secondary school students' academic performance

2.5 Operational Definition

2.5.1 Academic Performance

Academic performance can be defined as the overall outcome or results of the evaluation of learners understanding about their studies. This is simply the result of students' performance after a period of learning.

2.5.2 Birth Order

Birth Order can be defined as the position of child-birth in a family. It also involves all the effect of the position of children among their siblings in the family.

2.5.3 Parenting Style

Parenting styles can be defined as the pattern or method parents employ to train up their children. It is the style of parenting that determines the level of relationship between children and their parent. It also determines the behavior of the children and their participation to other activities such as education, relationship with other children etc.

CHAPTER THREE

METHODOLOGY

This chapter presents the research design and other methods by which data will be collected and analysed with justification for selection of the methods.

3.1 Research Design

The study will adopt a descriptive survey design. Therefore, primary data will be employed in this study. This research design is considered appropriate because it will help to establish a pattern between the variable of interest and to provide numeric description of the sample of the population. The independent variables are birth order and parenting styles while the dependent variable is academic performance.

3.2 Study Population

The population of this study consists of private secondary school students in Alimosho local government area in Lagos-state which is about one hundred private secondary schools in the

Local Government. A total average of two hundred students were used for the study in Alimosho local government area, Lagos-state.

3.3 Sample and Sampling techniques

The study will adopt convenient sample technique in the process of the selection and the collection of data. This sampling technique was used in selection of schools which were Praiseway College, Saint Mikos and Upper Chamber's College. Convenient sampling technique was used to select respondents for data collection from population members who are conveniently available to participate in the study.

3.4 participants

Distribution of Social-demographics

N = 200	n	%
Sex		
Male	98	49
Female	102	51
Age		
7-10	17	8.5
10-13	84	42
14-16	72	36
> 16	27	13.5
Level		

Junior secondary	117	58.5
Senior secondary	83	41.5

Schools

Upper Chamber	69	34.5
Praise Way College	96	48
Saint Mikos College	35	17.5

As presented in table 1, two hundred respondent were used. It presented the respondent by gender, age school, and education level. The analyses show that a percentage, 98 (49%) respondents were male while 102 (51%) respondents were female. Age of the respondents 7-10 (8.5%), 10-13 (42%), 14-16 (36%) while 16 above (13.5%). In terms of education level, junior level 117 (58.5%) while senior 83 (41.5%). Schools percentage upper chamber 69 (34.5%), praise way college 96 (48%) and sait milkos college 35 (17.5%).

3.5 Research Instrument

The instrument used in this study consists of standardized psychological scales. The questionnaire was divided into two parts (section A and B). The first part (section A) consist of items that elicit information on the subject’s socio-demographic background such as gender, age, level of education, religious affiliation and birth position and information. The second part (section B) focused on the second independent variable, parenting styles. This section of the questionnaire consists 30 items intended to seek information on the evaluation of parenting styles. The scale is a self-report instrument that evaluates parenting styles. The scale was developed by Steinberg, *et al* (1992), and response ranges by five point ordinal scaling which are “1=Strongly Agree (SA)” to “5=Strongly Disagree”(SDA). It was design to assess the construct of parenting style independently of parenting practice. Because one purpose of the measure was to allow

comparisons of the association of parenting style with child outcomes across diverse population and a relatively wide age range, the measure was design to be short, easy to understand and reliable.

3.6 Method of Data Collection

Permission was sought from the management of each school, the researcher gained access to the students' academic performance through the management. Two hundred questionnaires was used for this research work, it was administered on students of the selected schools. Instruction on how to fill the questionnaire was given and confidentiality in the treatment of information was assured. However, due to busy schedule of the respondents, the questionnaire was given to them to be completed within a week.

3.7 Method of Data Analysis

The data from the respondent through the questionnaire were compiled into contingency table and based on the variable being examined. These was analyzed using both descriptive and inferential statistics. The first and second hypotheses was tested using Linear Regression and the third hypothesis was tested using multiple regression analysis.

RESULTS

Table 1: Distribution of Social-demographics

N = 200	n	%
Sex		
Male	98	49
Female	102	51
Age		
7-10	17	8.5
10-13	84	42
14-16	72	36
> 16	27	13.5
Level		
Junior secondary	117	58.5
Senior secondary	83	41.5
Schools		
Upper Chamber	69	34.5

Praise Way College	96	48
Saint Mikos College	35	17.5

Number of children in the family

1	5	2.5
2	26	13
3	65	32.5
4	52	26
5	32	16
6	13	6.5
> 6	7	3.5

Birth position

First	71	35.5
Second	38	19
Third	37	18.5
Middle	16	8
Last	34	17
Only child	4	2

Were you born twins

Yes	34	17
No	166	83

Table 2: Means (M), standard deviations (SD) and correlations among the study variables

Variable	M (SD)	α	1	2	3	4	5
1. Authoritative	52.07 (9.50)	.56					
2. Authoritarian	42.28 (9.74)	.57	.17*	-			
3. Permissive	7.37 (3.88)	.55	-.06	.21**	-		
4. English score	60.74 (11.80)	-	-.11	.10	.03	-	
5. Mathematics score	59.66 (11.14)	-	-.12	-.03	.004	.24**	-
6. Overall score	120.40 (18.06)	-	-.15*	.05	.03	.80**	.77**

* $p < .05$ (1-tailed)

** $p < .01$ (2-tailed)

The result of correlation analyses between dimensions of parental styles and academic performance are presented in table 2. Authoritative style was negatively and weakly related to overall performance scores [$r(198) = -.15, p = .04$] but not associated with English [$r(198) = -.11, p = .11$] and math scores [$r(198) = -.12, p = .10$]. Also, Authoritarian was not related with English [$r(198) = .10, p = .17$], math [$r(198) = -.02, p = .72$] and overall performance scores [$r(198) = .05, p = .50$]. Similarly, permissive style was not associated with English [$r(198) = .02, p = .64$], math [$r(198) = .004, p = .95$] and overall performance scores [$r(198) = .03, p = .73$].

Hypothesis 1

Parental styles will significantly predict the level of academic performance

Table 3: Regression analysis- parental styles on academic performance

Variable	English	Math score	Overall
	score		score
β			
Authoritative	-.13	-.12	-.16*
Authoritarian	.12	-.01	.08
Permissive	.00	-.002	-.001
R^2	.03	.01	.03
F	1.82	.92	1.82

* $p < .05$

Table 3 showed that the dimensions of parental styles did not jointly predict scores on English [$F(3, 196) = 1.82, p = .15, R^2 = .03$], math [$F(3, 196) = .92, p = .43, R^2 = .01$] and overall performance [$F(3, 196) = 1.82, p = .14, R^2 = .03$]. Independently, only authoritative style predicted overall performance [$\beta = -.16, p = .03$]. Therefore, hypothesis one is not supported.

Hypothesis 2

There will be significant sex difference in academic performance.

Table 4: Independent sample t-test – sex on academic performance

	Sex				$t_{(198)}$	95%CI
	Male		Female			
	M	SD	M	SD		
English score	61.21	11.80	60.27	11.86	.31	[-2.63, 3.60]

Math score	59.91	11.76	59.42	10.58	.56	[-2.36, 4.24]
Overall score	121.12	17.96	119.70	18.22	.56	[-3.62, 6.47]

An independent sample t-test (table 4) showed that the difference in English scores between males (M = 61.21) and females (M = 60.27) were not statistically significant, $t(198) = .31, p = .76$. Also, difference in math scores between males (M = 59.91) and females (M = 59.42) were not statistically significant, $t(198) = .56, p = .57$. Similarly, difference in overall performance scores between males (M = 121.12) and females (M = 119.70) were not statistically significant, $t(198) = .56, p = .56$. Therefore, hypothesis two is not supported.

Hypothesis 3

There will be significant influence of birth position on academic performance.

Table 5: One-way ANOVA- birth position on academic performance

		Sum of Squares	df	Mean Square	F	Sig.
English scores	Between Groups	1193.44	5	238.69	1.74	.13
	Within Groups	26549.51	194	136.85		
	Total	27742.96	199			
Math score	Between Groups	534.43	5	106.89	.86	.51
	Within Groups	24196.45	194	124.72		
	Total	24730.88	199			

Overall score	Between	1408.98	5	281.90	.86	.51
	Groups					
	Within Groups	63528.81	194	327.47		
	Total	64937.80	199			

Table 5 showed that birth positions did not significantly influence scores on English [F (5, 194) = 1.74, p = .13], math [F (5, 194) = .86, p = .51] and overall performance [F (5, 194) = .86, p = .51]. Therefore, hypothesis three is not supported.

Hypothesis 4

There will be a significant relationship between number of children in the family and academic performance

Table 6: Spearman (rho) correlation- relationship between number of children and academic performance

	English scores	Math scores	Overall performance scores
Number of children in the family	-.002	-.02	-.01

Table 6 showed that number of children in the family was not significantly related with English [$r(198) = -.002$, p = .98], math [$r(198) = -.02$, p = .77] and overall performance scores [$r(198) = -.01$, p = .88]. Therefore, hypothesis four is not supported.

CHAPTER FIVE

DISCUSSION, SUMMARY AND CONCLUSION

This chapter presents the discussion of findings, summary, conclusion and recommendation based on the results from the hypotheses tested in the previous chapter.

5.1 Discussion of findings

The study focused the relationship between birth order and parenting styles as predictors of private secondary school students' academic performance. Hypotheses formulated in this study were carefully tested with the precise interpretation as presented in the previous chapter.

Hypotheses one which state that there be significant relationship between parental styles and the level of academic performance among the secondary school students was not accepted. The findings shows that showed that the dimensions of parental styles did not has positive relationship with the scores on English and mathematics. There is decreased in the level of performance. This study is similar with the work of Hong (2012) he concluded that both parental practices and parenting styles influence children's school achievement. The goal of parenting is to raise a child who will eventually become a competent and confident adult, parenting styles are beneficial in understanding complex behaviors and attitudes associated with child outcomes.

Parental style is considered an important determinant of several aspects of children's outcome either positive or negative. According to findings, show that parenting style influences individual self-efficacy, self-esteem, and identity development, which are associated with academic performance. Children's achievement is influenced by the decision that is made by both parents and their children. According to Morawska, (2007) there is a positive outcome for both parents and children when parents interact in a fun and loving way during children's homework time. Among all the parental style is only authoritative style predicted overall performance of the students. According Baumrind (1991) suggests that these parents usually monitor and impart clear standards for their children's conduct; they are assertive, but not intrusive and restrictive and also findings show that authoritative parents reasonably attempt to direct their children's activities and use more warm control, positivity during communication, feelings-oriented reasoning as well as induction, and more responsiveness to children's questions (Mize & Pettit, 1997). Students with authoritative parents reported higher grades in school performance than adolescents with neglectful parents.

Hypothesis two which state that there will be relationship between sex difference in academic performance. Findings show that there is no relationship between sex differences towards academic performance. Schwab & Laudgren, (1978) the findings reveal that first-borns have a higher self-esteem compared to later-borns and these characteristics are greater again in females compared to males. Findings show that sex deference does not determine the outcome of academic success in English and mathematics.

Hypotheses three which state that there will be significant relationship between birth position and academic performance. Findings show that birth position does not determine whether students will do well in English and mathematics, there is no relationship between birth position

and academic performance. Harris [2007] in her study, suggests that birth order effects may exist within the context of the family of origin, but that they are not enduring aspects of personality. When people are with their parents and siblings, firstborns behave differently than later-born, even during adulthood. In this study hypotheses three were not accepted which show that birth position in a family does not determine the outcome whether one will do more than the other. While hypotheses four also show that there no is relationship between number of children in a family and academic performance. That is number of children in family does not determined the academic success of students.

5.1 Summary of the study

The primary focus of this study is to examine the birth and parenting styles as a predictor of private secondary school student academic performance in Alimosho local government area, Lagos. To this effect of descriptive survey design was employed in the research. Questionnaires were distributed to a total number of 200 respondents (students) were analyzed to examine the relationship both birth order and parenting styles on academic performance in secondary school in Alimosho area Lagos state..

The study is divided into five chapters with many subdivisions. Chapter one emphasizes the meaning of birth order and parenting style on academic performance. The chapter is divided into background of the study, statement of the problem, objectives of the study, significant of the study, scope of the study, limitation of the study and definition of terms.

The second chapter shows the review of literature and classification of concept of birth order, parenting style and academic performance. In this chapter several theories was used to explain the concept. Statement of hypotheses and operational definition of terms.

Chapter three presents the methodology of the description and analysis and explanation about the instrument the study adopted, the population, sample size and sample procedure and with psychometric properties of the instrument, administration of the questionnaire and treatment of the data were presented. Questionnaire were used to sample respondents from selected school in Lagos state, which was divided into four sections (A-C). Sections A contain the demographic data, sections B measured the birth order of the respondents while the third parts (sections C) measured the parenting style.

In chapter four data analysis and interpretation were presented. The findings of the study were discussed in chapter five.

5.3 conclusion

From the analysis of data collected and interpretation of the results, the study show that;

- i. Birth order is negatively correlated to the academic performances (English and mathematics) among the students
- ii. Parenting style is negatively correlated to academic performance (English and mathematics) among the student but only authoritative parenting style that is positively correlated to the academic success.
- iii. Both birth order and parenting style has negative influence on academic performance (English and mathematics).

The study concluded that there is no relationship between births orders and parenting style on academic performance. That's no positive relationship.

5.4 Implication

The outcome of this study indeed added to the body of knowledge of the relationship between birth order and parenting style on academic performance. Findings from this study apply to students, organization and society at large. Student are meant to growth, sustainability and developed in their level of academic. Students' failure reduce through parent involvement in all activities. The study addresses the fact that when parents address the concern of their children in positive and understanding ways then their children can improve academically and also it will help them to meet their own objective and goal.

When parents have less concern for their children and the children will struggle academically or the children might find it difficult to cope with academic in which the children will become lazier. Additional implication is to implement strategies to reduce students' poor performance in school by the parents. Based on research reveal that parents should understand the factors that is involve with their children performance in school, which can lead to positive performance.

5.5 limitation

There are some limitation of this study. In this study all the variable that were gathered is through self-report survey. Moreover, the data were obtained through convenient sampling. Survey questionnaire was only used and it was distributed to the secondary students in Alimosho area Lagos state and this may limit the generalizability of the result to the world. In addition, in this research parenting style was measure with a scale with only 30 items.

5.6 Recommendation

The finding from encompass the idea that birth order and parenting style are important factors that affect secondary school students performance. Based on the findings, the study recommends that parents should implement conscious effort to enhance positive perception about students

learning as significant predictors of academic performance. Also the study recommends that more attention should be also place on student's personality

The study recommends that future researcher should examine the relevant application theories, the extension of participant, sampling method. There should be an improved generalizability of the findings on secondary school students by recruiting a more heterogeneous group of respondents.

Children should be given more opportunity to express their own ideas and discuss their problems with parents and school authority. This will however help them in developing self-confidence and mental satisfaction. Parents should ensure effective supervision of their children and should not allow other home environment factor to distract their children.

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QUESTIONNAIRE

DEAR RESPONDENT,

I am conducting a study on BIRTH ORDER AND PARENTING STYLES AS PREDICTORS OF ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOL STUDENTS IN ALIMOSHO LOCAL GOVERNMENT AREA, LAGOS.

I humbly request that you assist in filling this questionnaire to enable me gather relevant data for the study. All information will be treated with utmost confidence and be used for educational purposes only.

THANK YOU.

SECTION A

INSTRUCTION; Please tick one option appropriately

1. Age (in years): (a) 7-10 () (b) 10-13 () (c) 13-16() (d) 16 and above
2. Sex: a) Male () b) Female ()
3. Education qualification (a) junior secondary school (b) senior secondary school
4. Name of School (a) Praiseway College (b) Saint Mikos College (c) Upper Chamber's College
5. Class (a) J SS 1 (b) J SS 2 (c) JSS 3 (d) SSS 1 (e) SSS 2 (f) SSS 3
6. Department (a) Science (b) Art (c) Commercial
7. How many children are there in your family (a) 1 (b) 2 (c) 3 (d) 4 (e) 5 (f) 6 (g) 6 and above

SECTION D

BIRTH ORDER AND ACADEMIC PERFORMANCE

27. What is your birth position among the children of your family (a) first (b) second (c) middle born (d) last born (e) only child
28. Are there twin(s) among your sibling? (a) Yes (b) No
29. Are you a twin? (a) Yes (b) No
30. If yes, is your twin sibling? (a) male (b) female

PARENTING STYLE

Instruction: kindly respond to the questions below through responses that best describe your parents in relation to you.

1 – Never 2 – Sometimes 3 - Several times 4- Frequently 5 – Often 6 - Always

SN	ITEMS	1	2	3	4	5	6
----	-------	---	---	---	---	---	---

1	My parents are responsive to my feelings and needs.						
2	My parents take my wishes into consideration before they ask me to do something.						
3	My parents explain to me how they feel about my good/bad behaviour.						
4	My parents encourage me to talk about my feelings and problems.						
5	My parents encourage me to freely "speak me mind", even if they disagrees with me.						
6	My parents explain the reasons behind their expectations.						
7	My parents provide comfort and understanding when am upset.						
8	My parents compliment me						
9	My parents consider my preferences when they make plans for the family (e.g., weekends away and holidays						
10	My parents respect my opinion and encourage me to express them						
11	My parents treat me as an equal member of the family						
12	My parents provide me reasons for the expectations they have for me						
13	My parents have warm and intimate times together with me						
14	When my I asks my parents why he/she has to do something they tell me it is because they said so, they are my parent, or because that is what they want						
15	My parents punish me by taking privileges away from me (e.g., TV, games, visiting friends)						
16	My parents yell when they disapprove of my behaviour						
17	My parents explode in anger towards me						
18	My parents spank me when they don't like what I do or say						
19	My parents use criticism to make me improve my behaviour						
20	My parents use threats as a form of punishment with little or no justification						
21	My parents punish me by withholding emotional expressions (e.g., kisses and cuddles)						
22	My parents openly criticise me when my behaviour does not meet their expectations						
23	My parents find themselves struggling to try to change how I think or feel about things						

24	My parents feel the need to point out my past behavioural problems to make sure I will not do them again						
25	My parents remind me that they are my parent						
26	My parents remind me of all the things they are doing and have done for me						
27	My parents find it difficult to discipline me						
28	My parents give into me when I cause a commotion about something						
29	My parents spoil me						
30	My parents ignore my bad behaviour						

FREQUENCIES VARIABLES=Sex Age Edu Schooltype Class Specialization NofChild Birthposition Birthtype Sexa

/ORDER=ANALYSIS.

Frequencies

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Ojo Praise\ojo praise.spss by.sav

Statistics

	sex	age	education qualification	name of school	classes	department	how many children are there in your family	what is your birthdate position?	are you twins?	if yes, is your twin a male or female?
--	-----	-----	-------------------------	----------------	---------	------------	--	----------------------------------	----------------	--

N	Valid	200	200	200	200	200	83	200	200	200	38
	Missing	0	0	0	0	0	117	0	0	0	162

Frequency Table

Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	98	49.0	49.0	49.0
Valid female	102	51.0	51.0	100.0
Total	200	100.0	100.0	

age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7-10	17	8.5	8.5	8.5
Valid 10-13	84	42.0	42.0	50.5
Valid 13-16	72	36.0	36.0	86.5
Valid 16 and above	27	13.5	13.5	100.0
Total	200	100.0	100.0	

education qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
junior secondary	117	58.5	58.5	58.5
Valid senior secondary	83	41.5	41.5	100.0
Total	200	100.0	100.0	

name of school

	Frequency	Percent	Valid Percent	Cumulative Percent
upper chamber	69	34.5	34.5	34.5
Valid praise way college	96	48.0	48.0	82.5
sait milkos college	35	17.5	17.5	100.0
Total	200	100.0	100.0	

class

	Frequency	Percent	Valid Percent	Cumulative Percent
j.s.s 1	64	32.0	32.0	32.0
Valid j.s.s 2	25	12.5	12.5	44.5
j.s.s 3	28	14.0	14.0	58.5

s.s.s 1	35	17.5	17.5	76.0
s.s.s 2	18	9.0	9.0	85.0
s.s.s 3	30	15.0	15.0	100.0
Total	200	100.0	100.0	

department

	Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid science	44	22.0	53.0	53.0
Valid art	21	10.5	25.3	78.3
Valid commerc er	18	9.0	21.7	100.0
Total	83	41.5	100.0	
Missin g System	117	58.5		
Total	200	100.0		

how many children are there in your family

	Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid 1	5	2.5	2.5	2.5
Valid 2	26	13.0	13.0	15.5

3	65	32.5	32.5	48.0
4	52	26.0	26.0	74.0
5	32	16.0	16.0	90.0
6	13	6.5	6.5	96.5
6 and above	7	3.5	3.5	100.0
Total	200	100.0	100.0	

what is your birthday position?

	Frequency	Percent	Valid Percent	Cumulative Percent
first born	71	35.5	35.5	35.5
second born	38	19.0	19.0	54.5
third born	37	18.5	18.5	73.0
Valid middle born	16	8.0	8.0	81.0
last born	34	17.0	17.0	98.0
only child	4	2.0	2.0	100.0
Total	200	100.0	100.0	

are you twins?

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

yes	34	17.0	17.0	17.0
Valid no	166	83.0	83.0	100.0
Total	200	100.0	100.0	

if yes, is your twin a male or female?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	12	6.0	31.6	31.6
Valid female	25	12.5	65.8	97.4
Valid 5	1	.5	2.6	100.0
Total	38	19.0	100.0	
Missing System	162	81.0		
Total	200	100.0		

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT English

/METHOD=ENTER Authoritative Authoritarian Permissive.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Ojo Praise\ojo praise.spss by.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Permissive, Authoritative, Authoritarian ^b		Enter

a. Dependent Variable: performance in English

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165 ^a	.027	.012	11.735

a. Predictors: (Constant), Permissive, Authoritative, Authoritarian

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	751.830	3	250.610	1.820	.145 ^b
	Residual	26991.125	196	137.710		
	Total	27742.955	199			

a. Dependent Variable: performance in english

b. Predictors: (Constant), Permissive, Authoritative, Authoritarian

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	63.187	5.593		11.297	.000
1 Authoritative	-.167	.089	-.134	-1.864	.064
1 Authoritarian	.147	.089	.121	1.653	.100
1 Permissive	.001	.220	.000	.005	.996

a. Dependent Variable: performance in english

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT Mathematics

/METHOD=ENTER Authoritative Authoritarian Permissive.

Regression

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Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Permissive, Authoritative, Authoritarian ^b		Enter

a. Dependent Variable: performance in mathematics

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.118 ^a	.014	-.001	11.154

a. Predictors: (Constant), Permissive, Authoritative, Authoritarian

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	344.686	3	114.895	.923	.430 ^b
	Residual	24386.194	196	124.419		
	Total	24730.880	199			

a. Dependent Variable: performance in mathematics

b. Predictors: (Constant), Permissive, Authoritative, Authoritarian

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	67.097	5.316		12.621	.000
	Authoritative	-.137	.085	-.117	-1.619	.107

Authoritarian	-0.006	.084	-0.005	-.069	.945
Permissive	-0.004	.209	-0.002	-.021	.984

a. Dependent Variable: performance in mathematics

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT OP

/METHOD=ENTER Authoritative Authoritarian Permissive.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Ojo Praise\ojo praise.spss by.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Permissive, Authoritative, Authoritarian ^b		Enter

a. Dependent Variable: Overall performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165 ^a	.027	.012	17.95338

a. Predictors: (Constant), Permissive, Authoritative, Authoritarian

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1762.285	3	587.428	1.822	.144 ^b
	Residual	63175.510	196	322.324		
	Total	64937.795	199			

a. Dependent Variable: Overall performance

b. Predictors: (Constant), Permissive, Authoritative, Authoritarian

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
-------	-----------------------------	---------------------------	---	------

	B	Std. Error	Beta		
(Constant)	130.284	8.557		15.226	.000
1 Authoritative	-.304	.137	-.160	-2.224	.027
Authoritarian	.141	.136	.076	1.037	.301
Permissive	-.003	.336	-.001	-.010	.992

a. Dependent Variable: Overall performance

T-TEST GROUPS=Sex(1 2)

/MISSING=ANALYSIS

/VARIABLES=Mathematics English OP

/CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Ojo Praise\ojo praise.spss by.sav

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
performance in mathematics	male	98	59.91	11.755	1.187
	female	102	59.42	10.584	1.048
performance in	male	98	61.21	11.795	1.191

Overall performance	female	102	60.27	11.859	1.174
	male	98	121.1224	17.96116	1.81435
	female	102	119.6961	18.22401	1.80445

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
performance in mathematics	Equal variances assumed	.358	.551	.308	198	.758	.487	1.580	-2.630	3.603
	Equal variances not assumed			.307	193.9	.759	.487	1.584	-2.637	3.610
performance in english	Equal variances assumed	.037	.848	.562	198	.575	.940	1.673	-2.359	4.239

Overall performan ce	Equal variances not assumed			.56 2	197 .76 1	.575	.940	1.673	- 2.359	4.239
	Equal variances assumed	.068	.794	.55 7	198	.578	1.426 37	2.559 63	- 3.621 27	6.474 01
	Equal variances not assumed			.55 7	197 .86 9	.578	1.426 37	2.558 89	- 3.619 82	6.472 56

ONEWAY English Mathematics OP BY Specialization

/STATISTICS DESCRIPTIVES HOMOGENEITY

/MISSING ANALYSIS.

Oneway

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Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini mum	Maxi mum
					Lower Bound	Upper Bound		
performance in english science	44	60.20	12.005	1.810	56.55	63.85	25	85

	art	21	59.43	9.437	2.059	55.13	63.72	38	79
	comm ercer	18	64.00	13.599	3.205	57.24	70.76	33	84
	Total	83	60.83	11.771	1.292	58.26	63.40	25	85
	scienc e	44	57.73	10.930	1.648	54.40	61.05	31	82
performance in mathematics	art	21	64.10	11.588	2.529	58.82	69.37	38	85
	comm ercer	18	62.94	12.085	2.849	56.93	68.95	46	82
	Total	83	60.47	11.594	1.273	57.94	63.00	31	85
Overall performance	scienc e	44	117.9 318	17.741 55	2.674 64	112.537 9	123.325 7	65.00	144.0 0
	art	21	123.5 238	16.030 03	3.498 04	116.227 0	130.820 6	98.00	151.0 0
	comm ercer	18	126.9 444	17.936 07	4.227 57	118.025 0	135.863 8	79.00	152.0 0
	Total	83	121.3 012	17.571 97	1.928 77	117.464 3	125.138 2	65.00	152.0 0

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
performance in english	1.309	2	80	.276
performance in mathematics	.377	2	80	.687

Overall performance	.106	2	80	.900
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ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
performance in english	Between Groups	239.337	2	119.668	.861	.427
	Within Groups	11122.302	80	139.029		
	Total	11361.639	82			
performance in mathematics	Between Groups	717.193	2	358.597	2.784	.068
	Within Groups	10305.481	80	128.819		
	Total	11022.675	82			
Overall performance	Between Groups	1176.492	2	588.246	1.949	.149
	Within Groups	24142.978	80	301.787		
	Total	25319.470	82			

ONEWAY English Mathematics OP BY Birthposition

/STATISTICS DESCRIPTIVES HOMOGENEITY

/MISSING ANALYSIS.

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
performance in english	first born	71	62.63	12.648	1.501	59.64	65.63	25	92
	second born	38	61.34	10.816	1.755	57.79	64.90	38	92
	third born	37	59.70	10.832	1.781	56.09	63.31	39	77
	middle born	16	62.13	10.739	2.685	56.40	67.85	43	77
	last born	34	56.00	12.070	2.070	51.79	60.21	32	79
	only child	4	65.50	9.327	4.664	50.66	80.34	52	73
	Total	200	60.74	11.807	.835	59.09	62.38	25	92
performance in mathematics	first born	71	59.42	11.650	1.383	56.66	62.18	30	92
	second born	38	58.50	10.436	1.693	55.07	61.93	34	80
	third born	37	62.11	11.900	1.956	58.14	66.08	34	87
	middle born	16	56.38	6.985	1.746	52.65	60.10	48	70

	last born	34	59.79	12.035	2.064	55.59	63.99	34	79
	only child	4	64.25	4.349	2.175	57.33	71.17	58	68
	Total	200	59.66	11.148	.788	58.11	61.21	30	92
Overall performance	first born	71	122.0563	18.41109	2.18499	117.6985	126.4142	65.00	164.00
	second born	38	119.8421	14.12019	2.29060	115.2009	124.4833	86.00	152.00
	third born	37	121.8108	19.26113	3.16651	115.3888	128.2328	73.00	162.00
	middle born	16	118.5000	14.98888	3.74722	110.5130	126.4870	91.00	140.00
	last born	34	115.7941	21.59935	3.70426	108.2577	123.3305	72.00	149.00
	only child	4	129.7500	10.04573	5.02286	113.7650	145.7350	117.00	141.00
	Total	200	120.3950	18.06435	1.27734	117.8761	122.9139	65.00	164.00

T-Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.

performance in english	.371	5	194	.868
performance in mathematics	1.384	5	194	.232
Overall performance	2.118	5	194	.065

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
performance in english	Between Groups	1193.444	5	238.689	1.744	.126
	Within Groups	26549.511	194	136.853		
	Total	27742.955	199			
performance in mathematics	Between Groups	534.430	5	106.886	.857	.511
	Within Groups	24196.450	194	124.724		
	Total	24730.880	199			
Overall performance	Between Groups	1408.983	5	281.797	.861	.509
	Within Groups	63528.812	194	327.468		
	Total	64937.795	199			