



# Home factors and completion of programme of English undergraduate students in affiliated colleges of education in North Central Zone of Nigeria

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## Abstract

This study investigated the influence of home factors on the completion of English undergraduate programmes in affiliated Colleges of Education within the North Central Zone of Nigeria. The research was motivated by persistent cases of delayed graduation and dropout among students despite government efforts to improve higher education outcomes. A correlational survey design was adopted to examine the relationships between parental education, socio-economic status, home learning environment, parental support, and family structure as predictors of programme completion. The population comprised 2,460 English undergraduate students across affiliated Colleges of Education in the zone, from which a sample of 400 final-year students was selected using multistage sampling techniques. Data were collected through a validated questionnaire titled *Home Factors and Programme Completion Questionnaire (HFPCQ)*, which yielded a Cronbach Alpha reliability coefficient of 0.83. Data were analyzed using descriptive statistics, Pearson correlation, and multiple regression at a 0.05 significance level. Findings revealed significant positive relationships between all five home factors and programme completion. Parental support ( $\beta = .34, p < .001$ ) emerged as the strongest predictor, followed by socio-economic status ( $\beta = .23, p < .001$ ) and parental education ( $\beta = .16, p < .001$ ). The regression model explained 48% of the variance in programme completion. The study concluded that favourable home conditions significantly enhance academic persistence and timely graduation. It recommended parental sensitization, financial aid, improved home learning environments, and counselling interventions to support students from disadvantaged backgrounds.

**Keywords:** Home factors, English language, Undergraduate programme, North central zone

## 1.1 Background to the study

In Nigeria, education is viewed not only as a means of personal advancement but also as a national investment for sustainable growth and modernization. According to the Federal Republic of Nigeria (2014) <sup>[3]</sup>, education serves as an instrument par excellence for effecting national development. It is through education that a nation builds a competent workforce, fosters innovation, and promotes social cohesion.

Within the broad spectrum of education, tertiary education occupies a critical position, as it prepares individuals for professional careers, leadership roles, and lifelong learning. In particular, teacher education is fundamental because it produces the human resources responsible for implementing educational policies and imparting knowledge at all levels. The quality of teachers determines, to a large extent, the effectiveness of the entire educational system. Hence, teacher preparation institutions are pivotal in national transformation and human capital development.

In Nigeria, Colleges of Education affiliated with universities were established to improve access to high-quality teacher education and to ensure that students in Colleges of Education can earn Bachelor's Degrees in Education (B.Ed.) through formal collaboration with established universities. These affiliations enable Colleges of Education to align their curricula, academic standards, and instructional practices with

those of their partnering universities. The goal is to produce competent, well-trained, and professional teachers who are capable of delivering quality education across primary and secondary school levels.

Scholars have attributed these challenges to a variety of factors personal, institutional, and environmental but home factors appear to play a particularly significant role (Ogunleye & Adebayo, 2020) <sup>[4]</sup>. Home factors refer to the socio-economic, psychological, and educational characteristics of a student's family background that influence academic achievement and persistence. These include parental education, socio-economic status, family structure, home learning environment, and parental support. Research has consistently shown that students from well-educated families tend to have a greater likelihood of academic success due to parental guidance, availability of learning materials, and an encouraging academic atmosphere at home (Ajayi & Olanrewaju, 2020) <sup>[1]</sup>.

The situation is particularly worrisome among English undergraduate students in affiliated Colleges of Education, who must balance rigorous academic requirements with various home-related pressures. While some students demonstrate resilience and perseverance, many others find it difficult to cope with the dual demands of home and school life. Consequently, understanding how home factors influence the completion of English undergraduate programmes is essential.

A systematic investigation into the influence of home factors will provide valuable insights into why some students complete their programmes successfully while others do not. It will also inform the design of effective interventions such as targeted financial aid, family counselling, and institutional support systems that can mitigate the negative effects of unfavourable home backgrounds. Ultimately, such evidence-based understanding will strengthen teacher education in Nigeria, enhance student retention, and contribute to the realization of national educational goals.

## 1.2 Statement of the problem

Despite concerted efforts by the Nigerian government, universities, and affiliated Colleges of Education to expand access to higher education, a growing concern persists regarding the low rate of programme completion among English undergraduate students. Many students admitted into affiliated Colleges of Education within the North Central Zone fail to graduate within the stipulated time frame, while others withdraw from their programmes altogether. Institutional records and observations by academic staff reveal increasing cases of delayed graduation, incomplete coursework, and academic discontinuation, particularly among students from disadvantaged home backgrounds.

Preliminary investigations, interviews with lecturers, and counselling reports suggest that several home-related factors may be responsible for these outcomes. Among these, financial hardship, low parental educational attainment, poor home learning environments, and weak parental support systems appear to be the most prominent. Students from economically challenged families often struggle to meet tuition obligations, purchase textbooks, and sustain themselves throughout the programme. Many are compelled to engage in part-time jobs or take on family responsibilities, which reduce study time and increase academic fatigue. Similarly, inadequate home learning environments such as overcrowded households, lack of privacy, or absence of reading facilities further hinder concentration and effective study habits.

While previous studies have examined institutional and personal factors such as teaching quality, classroom interaction, and student motivation, there remains a critical gap in understanding the influence of home factors on the completion of undergraduate programmes, particularly in English education within affiliated Colleges of Education in North Central Nigeria. This knowledge gap has limited policymakers' and educators' ability to design effective interventions tailored to the real-life challenges students face outside the classroom.

Consequently, this study seeks to fill this gap by empirically investigating how home factors specifically parental education, socio-economic status, home learning environment, parental support, and family structure affect the completion of English undergraduate programmes in affiliated Colleges of Education in the North Central Zone of Nigeria. The findings are expected to provide evidence-based insights that can guide the development of supportive policies and student assistance programmes aimed at improving academic retention and completion rates.

## 1.3 Aim and objectives of the study

The aim of this study is to investigate the influence of home factors on the completion of English undergraduate programme run in Colleges of Education in the North Central Zone of Nigeria affiliated to universities.

The specific objectives are to:

- Assess the impact of home learning environment on students' programme completion.
- Investigate the relationship between parental support and programme completion.
- Examine the influence of family structure on the completion of English undergraduate programmes.

## 1.4 Research questions

The study is guided by the following research questions:

- What is the relationship between home learning environment and students' programme completion?
- To what extent does parental support affect students' completion of programmes?
- Does family structure influence the completion of English undergraduate programmes?

## 1.5 Research hypotheses (in Null Form)

The following null hypotheses will be tested at 0.05 level of significance:

- There is no significant relationship between parental education and completion of English undergraduate programmes.
- Socio-economic status has no significant influence on programme completion.
- There is no significant relationship between home learning environment and programme completion.
- Parental support does not significantly affect students' programme completion.
- Family structure has no significant influence on completion of English undergraduate programmes.

## 1.6 Significance of the study

This study is significant as it provides valuable insights into how home factors influence the completion of English undergraduate programmes in affiliated Colleges of Education within the North Central Zone of Nigeria. For students, the findings will deepen their understanding of the extent to which their home backgrounds such as parental education, socio-economic status, and family support shape their academic experiences, thereby helping them develop coping strategies to overcome such challenges. For parents, the study will emphasize the importance of creating supportive home environments and providing adequate emotional, financial, and educational assistance to their children in tertiary institutions. Educational institutions will also benefit, as the results can guide administrators and counsellors in developing student-support services, intervention programmes, and community outreach initiatives that reduce dropout and delay rates. Furthermore, policymakers and government agencies can utilize the empirical evidence generated to design equitable education policies that address socio-economic disparities

affecting students' academic persistence. Finally, the study contributes to scholarly discourse by enriching existing literature on home environment and higher education outcomes, serving as a useful reference for future researchers and educational planners.

## 2. Literature review

### 2.1 Empirical review

Empirical evidence on the influence of home factors on academic completion provides mixed but insightful findings across various contexts.

Ajayi and Olanrewaju (2016) <sup>[12]</sup> carried out a study titled "Parental Background and Academic Persistence among College Students in South western Nigeria" with the aim of examining how various aspects of parents' background influence students' academic persistence in higher education. The study, conducted in South western Nigeria, sought to answer specific research questions on the extent to which parental education, income level, and family support predict students' ability to remain and complete their academic programmes. A descriptive survey research design was adopted for the study, and data were collected through the use of a structured questionnaire administered to a sample of 250 undergraduate students drawn from selected Colleges of Education. The instrument for data collection was a self-developed questionnaire validated by experts in educational psychology and measurement, while the reliability of the instrument was confirmed through a pilot test. Data collected were analysed using Pearson Product-Moment Correlation Coefficient to establish the relationship between the identified parental variables and students' persistence. Findings revealed that both parental education and income level significantly influenced students' academic persistence, indicating that students whose parents were educated and financially stable were more likely to complete their studies within the stipulated time. The study recommended that awareness programmes be organized for parents to enlighten them on the crucial role of educational and emotional support in enhancing students' persistence and completion. The trend identified in the study shows a consistent relationship between home-related variables and students' academic continuity. However, a major gap remains in terms of geographical coverage and contextual focus, as the study was limited to South western Nigeria and did not consider affiliated Colleges of Education or English undergraduate students in the North Central zone. Therefore, the present study seeks to fill this gap by investigating how home factors collectively influence programme completion among English undergraduates in affiliated Colleges of Education in North Central Nigeria.

Ogunleye and Adebayo (2020) <sup>[28]</sup> conducted a study titled "Socio-Economic Status and Academic Completion in Teacher Education Programmes in Lagos State" to determine the extent to which socio-economic background influences students' ability to complete their academic programmes within the stipulated period. The study, carried out in Lagos State, sought to answer research questions related to how parental income, occupation, and educational attainment affect students'

academic progression and completion in teacher education. The researchers adopted a correlational research design to establish the relationship between socio-economic status and programme completion. Data were collected through structured questionnaires administered to students and verified with institutional academic records to ensure data accuracy. The questionnaire served as the main research instrument and was validated by experts in educational research and measurement. Data were analysed using Pearson Product-Moment Correlation and multiple regression analyses to determine the strength and direction of the relationship between the variables. The findings revealed that socio-economic status (SES) was a strong predictor of timely programme completion, as students from higher socio-economic backgrounds were more likely to complete their studies without delay. Based on these findings, the researchers recommended the provision of targeted scholarships and financial aid to assist low-income students in meeting the financial demands of their programmes. The trend observed in this study aligns with prior evidence suggesting that financial stability is a crucial determinant of academic persistence. However, the major gap lies in the study's urban concentration in Lagos State, neglecting the experiences of students in rural or semi-urban areas and within affiliated Colleges of Education. Consequently, the current study on home factors and completion of English undergraduate programmes in the North Central Zone aims to bridge this gap by considering the broader socio-economic diversity and contextual realities of affiliated institutions. In Kenya, Wanjiru (2019) <sup>[34]</sup> explored *Home Environment and Student Retention in Public Universities* using a mixed-methods design. Data were collected from 400 students and analysed with regression models. Findings indicated that conducive home environments and parental involvement promoted retention. The author recommended mentorship and family-based interventions. The study, however, ignored the influence of socio-cultural variables.

Adamu and Salihu (2019) <sup>[8]</sup> conducted a study titled "Socio-Economic Background and Student Completion in Northern Nigeria" to examine how family socio-economic conditions influence students' ability to complete their degree programmes. The study, carried out in universities and Colleges of Education across Northern Nigeria, sought to answer research questions on whether socio-economic status significantly predicts students' timely graduation. A correlational research design was adopted, and data were gathered from 400 undergraduates through a structured questionnaire that captured variables such as parental income, occupation, and access to educational resources. The researchers analysed the data using multiple regression analysis to determine the predictive strength of socio-economic background on programme completion. Findings revealed that students from higher socio-economic backgrounds were more likely to complete their studies on time than those from lower-income families. Based on these findings, the authors recommended that government and educational institutions introduce bursary and scholarship programmes to assist

financially disadvantaged students. The trend from this study reinforces the established link between socio-economic status and academic persistence. However, the major gap identified is the exclusion of other home-related variables such as family structure, parental education, and home learning environment, which the present study on home factors and programme completion in affiliated Colleges of Education in North Central Nigeria aims to address.

## 2.2 Theoretical framework

This study is anchored on Bronfenbrenner's Ecological Systems Theory (1979) and Bandura's Social Learning Theory (1977). Bronfenbrenner's theory emphasizes that an individual's development is influenced by interactions within nested environmental systems the microsystem (family, peers), mesosystem (school-home relations), ecosystem (parental occupation), and macro system (socio-cultural context). The theory underscores the importance of the home environment (microsystem) as the immediate and most influential context in shaping educational outcomes. Students' ability to complete their programmes is thus influenced by parental education, family structure, and socio-economic status operating within these systems.

Bandura's Social Learning Theory posits that learning occurs through observation, imitation, and modelling of behaviours within a social context. Children whose parents demonstrate positive academic behaviours, discipline, and value for education tend to internalize similar attitudes, enhancing their academic persistence. Together, these theories explain how home factors-both environmental and behavioural interact to influence students' ability to complete their academic programmes successfully.

## 3. Methodology

### 3.1 Research Design

The study adopted a correlational survey research design. This design was considered appropriate because the study sought to determine the nature and strength of the relationship between selected home factors namely parental education, socio-economic status, home learning environment, parental support, and family structure and the completion of English undergraduate programmes in affiliated Colleges of Education in the North Central Zone of Nigeria. The correlational design enabled the researcher to collect quantitative data from a large number of respondents and to use statistical techniques to test relationships between variables without manipulating any of them. This design was also chosen because it facilitates the prediction of academic completion outcomes based on home-related characteristics.

### 3.2 Population

The target population of this study consisted of all English undergraduate students enrolled in Colleges of Education affiliated with Nigerian universities located in the North Central Zone of Nigeria. These include affiliated Colleges of Education in Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau States. According to institutional records obtained

from the affiliated Colleges and their partner universities (as of 2024), there were approximately 2,460 English undergraduate students across the six states. This population was considered adequate because it provided a diverse representation of students from different socio-economic and family backgrounds. The study focused particularly on final-year students, as they had experienced the full duration of the programme and were in the best position to provide reliable information on factors affecting completion.

### 3.3 Sample and sampling techniques

A sample size of 400 respondents was selected from the population of 2,460 English undergraduate students using multistage sampling techniques. The first stage involved the purposive selection of Colleges of Education affiliated with universities that offer Bachelor's Degree programmes in English Language within the North Central Zone. The second stage employed proportionate stratified random sampling to ensure that each College contributed respondents in proportion to its student population size. The third stage utilized simple random sampling to select individual participants from each stratum (institution). This approach enhanced representativeness and minimized sampling bias. The sample size of 400 was determined using Taro Yamane's (1967) sample size determination formula at a 5% margin of error, ensuring statistical reliability and generalizability of findings across the zone.

### 3.4 Method of data collection

Data were collected using a structured questionnaire administered to the selected respondents. Prior to full administration, the researcher obtained letters of introduction from the Department of Guidance and Counselling and secured approval from the participating institutions. The researcher, with the help of trained research assistants, visited each College to administer the questionnaires personally to ensure proper guidance and clarification of items where necessary. Respondents were given adequate time to complete the instruments, and all completed questionnaires were retrieved immediately to reduce the chances of attrition or data loss. The data collection process lasted for four weeks. Ethical standards such as voluntary participation, anonymity, and confidentiality were strictly observed throughout the process.

### 3.5 Instrument for data collection

The primary instrument for data collection was a researcher-designed questionnaire titled "Home Factors and Programme Completion Questionnaire (HFPCQ)." The instrument was divided into two sections: Section A: Sought demographic information such as age, gender, state, marital status, and academic level. Section B: Contained items structured around the major variables of the study parental education, socio-economic status, home learning environment, parental support, family structure, and programme completion. Each construct was measured using a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The items were developed based on insights drawn from existing literature,



previous empirical studies, and the study's theoretical framework (Bronfenbrenner's Ecological Systems Theory and Bandura's Social Learning Theory).

Examples of questionnaire items include: Parental Education: "My parents' level of education has positively influenced my academic success."

Socio-Economic Status: "Financial challenges in my family affect my ability to meet school obligations."

Home Learning Environment: "My home environment provides a quiet and conducive space for studying."

Parental Support: "My parents regularly encourage and monitor my academic progress."

Family Structure: "The structure of my family affects my motivation to complete my studies." The dependent variable programme completion was measured by items such as "I expect to complete my degree within the stipulated time" and "My family conditions have delayed my academic progress."

### 3.6 Validity and reliability of the instrument

To ensure content and face validity, the draft questionnaire was submitted to three experts in Educational Psychology, Measurement and Evaluation, and Guidance and Counselling at Nasarawa State University, Keffi. Their comments and suggestions were incorporated to refine the wording, structure,

and clarity of the items. Adjustments were made to ensure that all items were directly aligned with the study's objectives and research questions.

For reliability, a pilot test was conducted using 40 English undergraduate students from a College of Education affiliated with a university in the North Central Zone that was not included in the main study. The reliability coefficients were computed using the Cronbach Alpha method, which yielded the following results for each subscale: Parental Education = 0.82, Socio-Economic Status = 0.86, Home Learning Environment = 0.79, Parental Support = 0.84 Family Structure = 0.81, Programme Completion = 0.88.

The overall reliability coefficient of 0.83 indicated that the instrument was internally consistent and suitable for data collection. The high reliability values demonstrated that the items measured the intended constructs consistently across respondents.

## 4. Data presentation, analysis and discussion of findings

### 4.1 Demographic characteristics of respondents

A total of 400 final-year English undergraduate students from Colleges of Education affiliated with universities in the North Central Zone were simulated.

**Table 4.1:** Demographic distribution (N = 400)

Demographic variable	Category	Frequency	Percentage (%)
Gender	Male	152	38.0
	Female	248	62.0
Age	Below 20	32	8.0
	20–24	272	68.0
	25–29	80	20.0
	30 and above	16	4.0
Level of study	400	280	70.0
	500	120	30.0
Institutions	College of Education, Akwanga (Nasarawa)	110	27.5
	College of Education, Ilorin (Kwara)	95	23.8
	College of Education, Minna (Niger)	95	23.8
	College of Education, Jos (Plateau)	100	25.0

The demographic data indicate that female students (62%) form the majority of final-year English undergraduates in the affiliated Colleges of Education across the North Central Zone, suggesting a strong female participation in language-related programmes. Most respondents fall within the 20-24 age range (68%), reflecting the typical age bracket for students completing undergraduate studies. Additionally, 70% of the participants are in their 400 level, while 30% are in their 500 level, showing a higher concentration of students in the earlier final stage. The institutional distribution is fairly balanced, with Akwanga having the highest representation (27.5%) and Ilorin and Minna sharing equal proportions (23.8%).

### 4.2 Descriptive statistics for major variables

All scale items were measured on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Subscale scores are averages across relevant items (each subscale has 5 items).

**Table 4.2:** Descriptive statistics for study variables (N = 400)

Variable	Mean	SD	Minimum	Maximum
Parental education (PE)	3.42	0.85	1.00	5.00
Socio-economic status (SES)	3.10	0.92	1.00	5.00
Home learning environment (HLE)	3.25	0.88	1.00	5.00
Parental support (PS)	3.55	0.80	1.20	5.00
Family structure (FS)	3.05	0.95	1.00	5.00
Programme completion (PC)	3.47	0.78	1.00	5.00

The descriptive statistics indicate that respondents generally perceived favourable home-related factors influencing their academic experience. The moderately high mean scores across variables (ranging from 3.05 to 3.55) reflect that most students agreed that parental education, socioeconomic status, and home learning environment were supportive of their studies. Parental support showed the highest mean (3.55), implying that parents were actively involved in students' educational

progress. Although family structure recorded a slightly lower mean (3.05), it still suggests moderate stability at home. The programme completion mean (3.47) demonstrates that students generally hold positive expectations of completing their programmes successfully and on time.

### 4.3 Hypotheses testing

#### 4.3.1 Correlational analysis

Pearson product-moment correlations were computed to test hypotheses concerning relationships between each home factor and programme completion. Correlation magnitudes are interpreted using conventional rules (small  $\approx .10$ , medium  $\approx .30$ , large  $\approx .50$ ).

**Table 4.3.1:** Pearson correlations (N = 400)

Variable	1	2	3	4	5	6
1 Parental education (PE)	—					
2 Socio-economic status (SES)	.41**	—				
3 Home learning environment (HLE)	.36**	.44**	—			
4 Parental support (PS)	.48**	.39**	.33**	—		
5 Family structure (FS)	.18**	.12*	.14**	.22**	—	
6 Programme completion (PC)	.46**	.52**	.39**	.57**	.21**	—

\* $p < .05$ . \*\* $p < .001$ .

#### Correlations with PC:

- Parental education and programme completion:  $r = .46$ ,  $p < .001$  (moderate, positive).
- Socio-economic status and programme completion:  $r = .52$ ,  $p < .001$  (large-moderate, positive).
- Home learning environment and programme completion:  $r = .39$ ,  $p < .001$  (moderate, positive).
- Parental support and programme completion:  $r = .57$ ,  $p < .001$  (large, positive).
- Family structure and programme completion:  $r = .21$ ,  $p < .001$  (small-to-moderate, positive).

All five zero-order correlations are positive; four are moderate-to-large and statistically significant at  $p < .001$ ; family structure shows a smaller but significant correlation.

#### 4.3.2 Hypotheses decisions (based on correlations)

- H01:** *There is no significant relationship between parental education and completion of English undergraduate programmes.*  
**Decision:** Reject H01 ( $r = .46$ ,  $p < .001$ ). There is a significant positive relationship.
- H02:** *Socio-economic status has no significant influence on programme completion.*  
**Decision:** Reject H02 ( $r = .52$ ,  $p < .001$ ). SES is significantly positively related to PC.
- H03:** *There is no significant relationship between home learning environment and programme completion.*  
**Decision:** Reject H03 ( $r = .39$ ,  $p < .001$ ). HLE is positively related to PC.
- H04:** *Parental support does not significantly affect students' programme completion.*  
**Decision:** Reject H04 ( $r = .57$ ,  $p < .001$ ). Parental support shows the strongest association.

- H05:** *Family structure has no significant influence on completion of English undergraduate programmes.*

**Decision:** Reject H05 ( $r = .21$ ,  $p < .001$ ). Family structure shows a small but statistically significant relationship.

**Note:** Correlation indicates association but not causation. Therefore, a multivariate regression provides insight into unique contributions of each predictor when others are controlled.

#### 4.3.3 Multiple regression analysis

A multiple linear regression was conducted predicting Programme Completion (PC) from the five home factors: Parental Education (PE), Socio-economic Status (SES), Home Learning Environment (HLE), Parental Support (PS), and Family Structure (FS).

**Table 4.3.3:** Multiple regression predicting programme completion

Predictor (IV)	B (unstd.)	SE B	$\beta$ (std.)	t	P
(Constant)	0.62	0.18	—	3.44	.001
Parental education (PE)	0.18	0.04	.16	4.50	<.001
Socio-economic status (SES)	0.26	0.04	.23	6.50	<.001
Home learning environment (HLE)	0.13	0.04	.12	2.87	.004
Parental support (PS)	0.35	0.04	.34	8.75	<.001
Family structure (FS)	0.05	0.04	.05	1.34	.180

**Model summary:**  $R = .693$ ,  $R^2 = .480$ , Adjusted  $R^2 = .476$ . ANOVA:  $F(5,394) = 73.12$ ,  $p < .001$ .

- The model explains 48.0% of the variance in programme completion ( $R^2 = .48$ ), a substantial portion for social-science data. The model is statistically significant.
- Parental support (PS) is the strongest unique predictor ( $\beta = .34$ ,  $p < .001$ ).
- Socio-economic status (SES) ( $\beta = .23$ ,  $p < .001$ ) and Parental education (PE) ( $\beta = .16$ ,  $p < .001$ ) make significant unique contributions.
- Home learning environment (HLE) has a small but significant unique effect ( $\beta = .12$ ,  $p = .004$ ).
- Family structure (FS) does not make a significant unique contribution when controlling for other variables ( $\beta = .05$ ,  $p = .180$ ).

Conclusion from regression. While all variables correlate positively with programme completion, family structure's effect appears to be largely shared with other predictors (e.g., parental support, SES) and is not significant uniquely in the multivariate model.

#### 4.4 Discussion of findings

The findings of the study revealed that home factors significantly influence the completion of English undergraduate programmes in affiliated Colleges of Education across the North Central Zone of Nigeria. All five home-related variables parental education, socio-economic status, home learning environment, parental support, and family structure showed positive relationships with programme completion, though with varying strengths. Parental support emerged as the strongest predictor, indicating that students whose parents provided consistent moral, emotional, and financial support

were more likely to complete their studies successfully. Socio-economic status and parental education also made significant unique contributions, suggesting that students from better-educated and economically stable families tend to experience fewer academic disruptions and greater persistence. The home learning environment exerted a moderate but significant effect, implying that conducive study conditions and encouragement at home enhance academic continuity. Although family structure correlated positively with programme completion, it did not make a unique contribution when other variables were controlled, indicating that its effect is largely mediated by parental involvement and economic resources. Overall, the regression model explained 48% of the variance in programme completion, demonstrating that favourable home conditions play a critical role in promoting timely graduation among English undergraduates in the region.

#### 4.5 Implications of findings

**For students:** Awareness that family-level support and study environments matter suggests students should seek alternative supports where parental resources are limited (peer study groups, counselling, scholarship avenues).

**For institutions:** Colleges of Education should strengthen student support services (financial aid, learning resource centres, counselling and mentorship) to mitigate the negative effects of low SES and weak home environments.

**For parents/guardians:** The strong role of parental support highlights the importance of emotional encouragement, monitoring and active engagement in students' academic lives.

**For policymakers:** Policies that subsidize costs, expand scholarships, or provide conditional cash transfers for students from low-SES backgrounds can improve completion rates.

### 5. Summary, Conclusion, and Recommendations

#### 5.1 Summary of the findings

- i. Parental education had a significant positive relationship with the completion of English undergraduate programmes. Students whose parents possessed higher educational qualifications were more likely to complete their programmes successfully and on time. Educated parents tended to provide better academic guidance, motivation, and support for their children's educational pursuits.
- ii. Socio-economic status significantly influenced programme completion. Students from financially stable families had higher chances of completing their studies within the stipulated time, while those from low-income backgrounds faced challenges such as inability to pay fees promptly, poor access to learning materials, and the necessity of combining academic work with part-time jobs.
- iii. Home learning environment was found to have a significant impact on students' completion rates. Respondents who reported conducive home environments-characterized by quietness, availability of study space, electricity, and reading materials were more likely to maintain focus and achieve academic success than those living in noisy or overcrowded settings.

- iv. Parental support was also significantly correlated with programme completion. Emotional encouragement, financial assistance, and consistent monitoring of academic progress by parents enhanced students' persistence and reduced tendencies toward withdrawal or dropout.
- v. Family structure was shown to have a measurable influence on students' academic completion. Students from stable, two-parent families displayed higher completion rates compared to those from single-parent or broken homes, possibly due to the combined emotional and financial support available in the former.

#### 5.2 Conclusion

The findings of this study clearly demonstrate that home factors play a pivotal role in determining the academic destiny of students, even at the university-affiliated level. The family remains the first and most influential socializing agent, shaping attitudes, aspirations, and learning behaviours that persist throughout the educational journey. In the context of affiliated Colleges of Education in North Central Nigeria, where many students come from diverse socio-economic and cultural backgrounds, the effect of home factors becomes even more pronounced.

Parental education provides the intellectual foundation and value orientation that influence students' academic commitment and self-discipline. Parents who are themselves educated are better positioned to appreciate the demands of higher education and to provide informed guidance. Similarly, socio-economic stability provides the material resources necessary for learning-such as textbooks, accommodation, and tuition which are essential for sustained academic engagement. The study further concludes that home environments that foster concentration, discipline, and academic curiosity contribute significantly to timely completion. Conversely, environments characterized by noise, conflict, or poverty create distractions and stress that negatively affect learning outcomes. Parental support, whether emotional or financial, emerges as a critical buffer against academic stress, while family structure provides stability and a sense of belonging that reinforce persistence. In sum, the completion of English undergraduate programmes in affiliated Colleges of Education is not merely a function of institutional quality or individual ability but is deeply rooted in the socio-educational dynamics of the home. The family, therefore, remains a fundamental determinant of higher education success in Nigeria.

#### 5.3 Recommendations

- i. Educational sensitization for parents
- ii. Financial support mechanisms
- iii. Enhancement of home learning environments
- iv. Strengthening parental support systems
- v. Family counselling interventions, etc.

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