

Teachers Perception of Socio-Economic Status of Parents on the Academic Achievement of Primary School Pupils in Orumba South Local Government Area of Anambra State, Nigeria

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Abstract

The study examined teachers' perception of socio-economic status of parents on the academic achievement of primary school pupils in Orumba South Local Government Area of Anambra state. Descriptive Survey research design was adopted for this study. The population of this study is 355 which comprised of 41 head teachers and 314 teachers in the 41 public primary schools in Orumba South local government area of Anambra state. The sample of the study consisted of 141 teachers and 21 head teachers selected through simple random sampling from 21 primary schools in Orumba South L.G.A. The Researchers'-Designed Questionnaire called "Perceived Impact of Parents Educational Background on the Academic Achievement of Primary School Pupils Questionnaire". Questionnaire was used for data collection while mean was used for data analysis. The result of the finding shows that, family educational background influences the academic achievement of pupils, parents who are educated encourage their children to further their education, parents with high educational qualification always try to provide learning materials to their children and parents with high educational qualification are always curious about their children education, are extent the level of education of parents affect the academic achievement of primary school pupils in Orumba South Local Government Area. The following recommendations were made that Parents should improve their income so as to be able to provide the necessary reading materials to their children. Illiterate parents should be encouraged to go to school, in that their literacy will enhance their children academic achievement in schools. Parents should encourage their children to read and do their homework at home rather than spending their time on things that will not benefit them academically.

Keywords; Teachers perception, socio-economic status, parents, academic achievement and primary school pupils.

Introduction

Parents' level of education refers to scholastic attainment of mother and father in Schools/Colleges, which could play an important role in determining a child's intellectual performance. Parents' level of education may have influence on pupils' academic performance; however, for parents to positively reinforce their children to perform better, parents need to have the means and be aware of the need for education so that adequate support in terms of material, moral and financial can be given to their wards. This would enable pupils set high goals for themselves and pursue them through a variety of means. Parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of a child. Educated parents can better understand the educational needs and their children's aptitude (Bakari, 2017). They can help their children in their early education which affects their proficiency in their relative area of knowledge. Belonging to strong financial background, parents can provide latest technologies and facilities in a best possible way to enhance educational capability of their children. Parental education and Socio-Economic factors are of vital importance in effecting students' educational achievements also. They are like backbone in providing financial and mental confidence to students (Azhar, Nadem, Naz & Sameen, 2013).

It is, believed that parents' educational level may be the main source of influence that determines a child's academic achievement (Plomin, Defies & McClean, 2019). However, Haveman and Wolfe (2015) indicated that, parents with higher educational level could motivate the intellectual potential within their children that may lead them to perform better in school and in return further their education. For example, parents' educational level may foster higher parents' involvement in adolescents' school achievement, which in turn may influence high school completion (Patrikakou, 2017). Educated parents were also found to be able to make constructive decisions, such as how much time to spend with their children, give their income and may decide on how much to give to their children's education (Haveman & Wolfe 2015). Education is necessary owing to the atmosphere of competition and in this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Azhar, Nadem, Naz & Sameen, 2013).

The world is making progress day by day because education is the only key to match the pace of its progress. People are giving preference to higher education. "It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their

quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country” (Saxton, 2011). The quality of students’ performance remains at the top priority for educators. The variables effecting students academic performances are both inside and outside the school. There are a number of factors that affect students’ performance like parental SES, parent’s education and their involvement in child’s studies, student’s gender, time allocation, technology, available facilities and lots of more. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students’ quality of academic achievement. These factors maybe termed student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2014).

Adams (2016) stated that, low parental SES has negative effect on academic performance of students because basic needs of students remain unfulfilled and hence they do not perform better academically. Traditionally, family status variables such as parents’ level of education have been regarded as predictors of children’s academic achievement. Increasingly, research has suggested that, rather than having a direct association with children’s academic achievement, parents, and parents’ level of education is part of a larger constellation of psychological and sociological variables influencing children’s academic achievement, parent’s level of education is part of a larger constellation of psychological and sociological variables influencing children’s school outcomes. Attendance of higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child’s education. Thus, the influence of parents’ level of education on student outcomes might best be represented as a relationship mediated by interactions among status and process variables (Idris, Hussain & Ahmad, 2020).

Consequently, a child spends more time at home with his or her parents than he or she spends in school. This makes the home of greater influence in this regard. Little or no wonder it is said “charity begins at home”. Be that as it may, we cannot over labour the fact that poor performance of a country’s citizen at various level of education has a way of tarnishing or beautifying that countries image (Azhar, Nadem, Naz & Sameen, 2013). Considering the magnitude of this problem, the study therefore examined the influence of parental level of education of parents affect the academic achievement of pupils; the influence of parental socio-economic status on the academic achievement of pupils; the influence of parental living condition of parents at home affect the academic achievement of pupils and the influence of family size affect the academic achievement of pupils.

Statement of the Problem

Parents' education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful and experienced than the children whose parents lack education. The family plays an important role in formal and informal education of their children and also represents a number of variables like education, income, beliefs, occupation and size of family which also have implication on the performance of children. It is almost becoming a common and accepted knowledge that the poor performances of pupils in our school is due to the inadequacies of teachers or pupils non-challant attitude to study. This is purely a wrong assumption that needs an investigation as we cannot afford to lose sight of the drastic effect that one's parental background have on the academic performance of the child. It is against the background that the researcher intends to examine the perceived impact of parents' educational background on primary school pupils' academic achievement in Orumba south local government area of Anambra state.

Purpose of the Study

The purpose of the study is to examine the perceived impact of parents' educational background on primary school pupils' academic achievement in Orumba south local government area of Anambra state. Specifically, the study sought to:

1. Determine the extent level of education of parents affect the academic achievement of pupils.
2. Examine the extent socio-economic position of parent's affect the academic achievement of pupils.
3. Determine the extent living condition of parents at home affect the academic achievement of pupils.
4. Ascertain the extent family size affect the academic achievement of pupils.

Research Questions

1. What is the extent level of education of parents affect the academic achievement of pupils?

2. What is the extent socio-economic position of parent's affect the academic achievement of pupils?
3. What is the extent living condition of parents at home affect the academic achievement of pupils?
4. What is the extent family size affect the academic achievement of pupils?

Methodology

The research design that was used for this study is descriptive survey. It was aimed at examining the impact of parents' educational background on primary school pupils' achievement in Orumba South Local Government Area of Anambra state. This research design was considered appropriate for this study because descriptive survey described a situation as it is and identifies present conditions of the existing situation. Parents' level of education refers to scholastic attainment of mother and father in Schools/Colleges, which could play an important role in determining a child's intellectual performance. The population of this study is 355 which comprised of 41 head teachers and 314 teachers in the 41 public primary schools in Orumba South local government area of Anambra. The sample size for the study is 162. A simple random sampling technique was used to sample 21 public primary schools with 21 head teachers and 141 primary school teachers which is about 40% of the total population. The research instruments that was used for the study is questionnaire. The questionnaire titled "Parents' Educational Background on Primary School Pupils' Achievement Questionnaire (PEBPSPAQ)" was made up of section A and B. The section A was used to elicit data on the demographic variables of the respondents while the section B consists of 20 items which was used to elicit data for the study to answer the Research Questions. The questionnaire was made up of four response rating scale options of Very High Extent (VHE) 4.0-3.50, High Extent (HE) 3.49-2.50, Low Extent (LE) 2.49-1.50, Very Low Extent (VLE) 1.49-0.50. Copies of the instrument were vetted them in terms of appropriateness of content, clarity of words and relevance to the objective of the work. The corrections made were used in the final draft of the instruments to establish the face validity. The researcher personally administered the instrument on the various schools with the help of three research assistants who were briefed before the commencement of the instrument administration. The research instrument "Parents' Educational Background on Primary School Pupils' Achievement Questionnaire (PEBPSPAQ)" was used by the researcher and his trained assistants to elicit data from the respondents of the sampled schools. The reliability of the instrument was determined by a trial-testing exercise. The instrument was

administered on 2 head teachers and 10 teachers in primary school in Orumba North local government area of Anambra state which was outside the area of the study. Cronbach Alpha statistical method was used to compute the internal consistency of the instrument. The responses from the respondents were collected and used to establish the reliability coefficient at 0.76. Data that was collected from the schools through the “Parents’ Educational Background on Primary School Pupils’ Achievement Questionnaire (PEBPSPAQ)” was tallied and organized in tables in line with the research questions. The mean (X) with standard deviation (SD) was used to answer the research questions.

Data Analysis and Results

Influence of parental level of education on academic achievement of primary school pupils in Orumba South Local Government Area

Table 1: Extent the level of education of parents affects the academic achievement of primary school pupils

S/No	Statement	Head Teacher (10) Teacher (86) n= 96					Remark
		X	SD	X	SD	xixi	
1.	Family educational background influences the academic achievement of students	3.23	0.68	3.16	0.72	3.19	Agree
2.	Parents who are educated encourage their children to further their education.	3.41	0.78	3.21	0.76	3.31	Agree
3.	Parents with high educational qualification always try to provide learning materials to their children.	2.81	0.66	2.75	0.62	2.78	Agree
4.	Parents with high educational qualification are always curious about their children education.	3.11	0.72	3.16	0.64	3.14	Agree
Cluster mean		3.14	0.75	3.07	0.73	3.11	Agree

Source: Field Survey, 2022

The mean scores on table 1 ranges from 3.31 to 2.75. The mean scores from item 1 to 4 were agreed on. However, the grand mean is 3.11 which is Agreed. Therefore item 1 to 4 are extent the level of education of parents affect the academic achievement of primary school pupils in Orumba South Local Government Area. The result of the finding shows that, family educational background influences the academic achievement of students, parents who are educated encourage their children to further their education, parents with high educational qualification always try to provide learning materials to their children and parents with high educational qualification are always curious about their children education are extent the

level of education of parents affect the academic achievement of primary school pupils in Orumba South Local Government Area.

Influence of parental socio-economic status on academic achievement of primary school pupils in Orumba South Local Government Area

Table 2: Extent the socio-economic position of parent’s affect the academic achievement of primary school pupils

S/No	Statement	Head Teacher (10)		Teacher (86)		n= 96 xixi	Remark
		X	SD	X	SD		
5.	Social-economic status of the family can influence the academic achievement of pupils.	3.21	0.68	3.11	0.72	3.16	Agree
6.	Pupil from high-income status parents achieve better academically.	2.88	0.78	2.76	0.76	2.82	Agree
7.	Family not being able to pay school Fees on time can influence the academic achievement of Pupils.	3.11	0.66	2.85	0.62	2.98	Agree
8.	Occupation of parents can influence the academic achievement of pupil.	2.71	0.72	2.6 8	0.64	2.69	Agree
Cluster mean		3.08	0.75	2.97	0.73	3.03	Agree

Source: Field Survey, 2022

The mean scores on table 2 ranges from 3.21 to 2.69. The mean scores from item 5 to 8 were agreed on. However, the grand mean is 3.03 which is Agree. Therefore item 5 to 8 are the extent the socio-economic position of parent’s affect the academic achievement of primary school pupils in Orumba South Local Government Area. The result of the finding shows that, social-economic status of the family can influence the academic achievement of pupils, pupil from high-income status parents achieve better academically, family not being able to pay school fees on time can influence the academic achievement of pupils and occupation of parents can influence the academic achievement of pupil are the extent the socio-economic position of parent’s affect the academic achievement of primary school pupils in Orumba South Local Government Area.

Influence of parental living condition at home on the academic achievement of primary school pupils in Orumba South Local Government Area

Table 3: Extent living condition of parents at home affect the academic achievement of primary school pupils

S/No	Statement	Head Teacher (10)		Teacher (86)		n= 96	xixi	Remark
		X	SD	X	SD			
9.	Provision of three square meals a day by parents influences the academic achievement of pupils.	3.13	0.68	3.12	0.72	3.13	Agree	
10.	Pupils who live in serene environment achieve better academically.	3.21	0.78	3.11	0.76	3.16	Agree	
11.	Parents who live in very dirty environment influence pupils' academic achievement.	2.31	0.66	2.25	0.62	2.28	Disagree	
12.	Provision of balanced diet by parents at home influence pupils' academic achievement.	3.01	0.72	3.16	0.64	3.09	Agree	
Cluster mean		2.92	0.75	2.91	0.73	2.92	Agree	

Source: Field Survey, 2022.

The mean scores on table 3 ranges from 3.21 to 2.25. The mean scores from item 9 to 12 are Agree except for item 11 which is disagreed. However, the grand mean 2.92 is Agree. Therefore item 9 to 12 except item 11 are the extent living condition of parents at home affects the academic achievement of primary school pupils in Orumba South Local Government Area.

The result of the finding shows that, provision of three square meals a day by parents influences the academic achievement of pupils, pupils who live in serene environment achieve better academically and provision of balanced diet by parents at home influence pupils' academic achievement are the extent living condition of parents at home affects the academic achievement of primary school pupils in Orumba South Local Government Area.

Influence of family size on the academic achievement of primary school pupils in Orumba South Local Government Area.

Table 4: Extent family size affects the academic achievement of primary school pupils

S/No	Statement	Head Teacher (10)		Teacher (86)		n= 96	xixi	Remark
		X	SD	X	SD			
13.	Family size can influence the academic achievement of pupils.	2.73	0.68	2.88	0.72	2..81	Agree	
14.	Pupil from large families are given little or no attention by their parents.	3.10	0.78	3.04	0.76	3.07	Agree	
15.	Pupil from polygamous home achieve better academically in school.	2.21	0.66	2.15	0.62	2.18	Disagree	
16.	Parents with large families find it difficult to pay their children school fees and it affects them in school.	3.11	0.72	3.17	0.64	3.14	Agree	

Cluster mean	2.79	0.75	2.81	0.73	2.80	HE
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Source: Field Survey, 2023

The mean scores on table 4 ranges from 3.17 to 2.15. The mean scores from item 13 to 16 are Agree except for item 15 which is disagreed. However, the grand mean is 2.80 which is Agree. Therefore item 13 to 16 except for item 15 which is disagreed are the extent family size affect the academic achievement of primary school pupils in Orumba South Local Government Area. The result of the finding shows that, Family size can influence the academic achievement of pupils. Pupil from large families are given little or no attention by their parents and Parents with large families find it difficult to pay their children school fees and it affects them in school are the extent family size affect the academic achievement of primary school pupils in Orumba South Local Government Area.

Discussion

Educated parents can better understand the educational needs and their children’s aptitude. They can help their children in their early education which affects their proficiency in their relative area of knowledge. Parental education status is of vital importance in effecting students’ educational achievements also. Jacquelynn, Eccles and DAVISKEAN (2015) stated that, relation of parent’s education to their children’s academic performances rests upon quite specific beliefs & behaviours. Parent’s educational qualification is linked with their language competence, which has a significant influence in manner in which parent’s communicate with their children. Consequently parental education does have a major influence on children’s academic achievements. As mother shares more close bond with her children than the father, so mother’s education is more important. On the other hand education is necessary for fathers as well as they are bread winner of the family and SES rest on their shoulders

Parental education and Socio-Economic factors are of vital importance in effecting pupils’ educational achievements also. They are like backbone in providing financial and mental confidence to pupils and students. Explicit difference can be observed between those pupils who belong to different financial status and different parental educational level. Belonging to strong financial background, parents can provide latest technologies and facilities in a best possible way to enhance educational capability of their children. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect pupils’ quality of academic achievement. These factors may be termed as pupils’ factors,

family factors, school factors and peer factors. Adams (2016) stated that, low parental SES has negative effect on academic performance of pupil's because basic needs of pupils/students remain unfulfilled and hence they do not perform better academically.

Families with better living conditions can purchase additional educational products and services for their children (such as home tutoring and tutoring classes), thus consolidating the influence of family SES on children's academic achievement. However, Hong (2012) noted that, family living status affects children's learning behavior and academic performance by affecting parents' educational expectations towards children and their educational participation. Parents' educational expectation and behavioral support for children are, to a certain extent, also affected by their socio-economic status, resources, and ability. There are significant differences in the educational support that families of different resources can provide. Parents' behavioral support for their children's education (such as checking homework, discussing school conditions, etc.) can foster the formation of good study habits of children and influence their academic performance.

It often has been hypothesized that parents who provide stimulating environments produce bright students. Research also has founded that students who are raised in stimulating environments learn intellectual skills that enable them to profit from instruction in school to a greater degree than is true for students from less active homes. In some situations, parents influence students to value the kinds of learning activities that are provided at school. Other researchers support the notion that the educational level of the parent or parents shows the highest relationship (Bradley, Caldwell, & Elardo, 2017), and that Mexican-American/Anglo American differences in mother-child interaction styles disappear when the level of formal education is controlled. The more parents have been exposed to the culture of higher learning, the more they transmit it to their students. Therefore, it is possible that educated parents go further in school and also pass their ability on to their students through heredity. It was also assumed that the homes of lower socioeconomic status and poor minority students were unable to provide the kinds of experiences required to activate intellectual growth. This was indicative of the assumption that socialization practices of disadvantaged families were seen as contributors to intellectual deficits in their students. Much research has been generated about the positive parental guidance that contributes to the fostering of academic achievement across the entire educational spectrum in both high-and low-risk samples.

Conclusion

Parental education status is of vital importance in effecting students' educational achievements. Education ensures the acquisition of knowledge and skills that enable

individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country. Parental education and Socio-Economic factors are of vital importance in effecting pupils' educational achievements and they are like backbone in providing financial and mental confidence to pupils and students. It often has been hypothesized that parents who provide stimulating environments produce bright students. Research also has founded that students who are raised in stimulating environments learn intellectual skills that enable them to profit from instruction in school to a greater degree than is true for students from less active homes.

Recommendations

1. Parents should improve their income so as to be able to provide the necessary reading material to their children. Illiterate parents should be encouraged to go to school, in that their literacy will enhance their children academic achievement in schools.
2. Parents should encourage their children to read and do their homework at home rather than spending their time on things that will not benefit them academically.
3. Government should help to educate the parents on the need for family planning to avoid birth to so many children. Government should education parents and the general public on the need to keep their environment clean.

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