



Family Background and Social Development of Pupils in Public Primary Schools in Etche Local Government Area

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Abstract

This paper examined the influence of family background on the social development of pupils in public primary schools in Etche Local Government Area. A descriptive survey design was adopted for the study. The population of the study was made up of 2462 pupils in public primary schools in Etche Local Government Area and a sample of 246 pupils was drawn for the study. The instrument for the study was a researcher designed questionnaire, titled: “Family background and social development of pupils’ questionnaire (FBSDPQ)”. Three research questions and three hypotheses guided the study. Mean and standard deviation were used to answer the research questions while one way analysis of variance (ANOVA) was used to test the hypotheses at 0.5 level of significance. The result revealed that parental level of education significantly influenced the social development of pupils. The researcher concluded that when parents have a stable occupation and maintain small family size, the pupils would have a stable home that would foster their social development.

Keywords: Family Background, Social Development, Pupils, Public Primary Schools, Etche Local Government Area.

Reference to this paper should be made as follows:

Benebo-Solomon, W. (2019). Family Background and Social Development of Pupils in Public Primary Schools in Etche Local Government Area. *International Journal of Scientific Research in Education*, 12(3), 287-297. Retrieved [DATE] from <http://www.ij sre.com>.

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INTRODUCTION

Over the years, at different convocation arena, there is the popular saying that the graduating student have been found worthy in character and in learning. This point’s to the fact that the character exhibited by the student is of great importance to educationist. According to the National Policy on Education (2013), it states that one of the goals of primary education is to develop pupils that would be able to live and contribute meaningfully in a given society; this pupils would not be able to do so if there is no proper social development. Social development

refers to how pupils develop social and emotional skills as they develop from children to adults. Social development allows pupils to form positive relationships with family, friends, teachers, and other people. An education system in any society both reflects and adopts itself to the political and economic circumstances of that society. Nigeria is a developing country whose focus is to educate her citizens and build her manpower to meet the needs in a dynamic world. In line with the above assertions different administrations have adopted various policies such as the Universal Basic Education Programme, the introduction of inclusive education and innovation in subjects offered at the primary school level.

Indications reveal that some pupils are not developed socially; this may be due to some factors such as attitude, lack of motivation and the happenings in the society. The researcher would like to take a critical look at the parental background of pupils to examine the extent to which family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally. Muola (2010) and Eke (2014) opined that children are affected differently by such family conditions. The major categories of families according to Anderson and Taylor (2010) includes: Traditional families, divorced families, single parent families, step families, these different families have different makeup and modes of operation.

The economic implication of large family size as explained by Okunyi (2014) stated that large families may not be able to give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, quiet and comfortable rooms in which to do home work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. The parents of large families may find it difficult to communicate effectively with their children to the same extent as parents of small families.

Infants from poor families are at greater risk of entering kindergarten schools unprepared, unlike their peers from rich families. Bell (2002) observed that some parents may prefer to have small family size because they have faith good academic performance would provide a stable future for them. Pupils from low socio-economic status families may not be motivated to do well in school and may not be knowledgeable about techniques of being successful in school. High socio-economic status parents who have benefited in a variety of ways from education serves as effective and enthusiastic advocate of schooling (Carlson, 2013). In line with this Okwulanya (2013) and Eamon (2005) are of the view that motivation from educated parents strengthens the academic aspiration and language development in their children to perform better in their academic work.

Parental occupation is also an important family background variable. The occupation of one's parents may determine to a large extent one's chance to attain quality education. This view corroborates the findings of Ngere, Elijah and Tjkoko (2017) whose findings reveal that parental occupation would affect the amount of resources they can deploy towards the education of their wards and children. Ezeji (2011) noted that parents like their children to take to their occupation, like parents who are lawyers, doctors, musicians among others. Uwaoma (2016) asserted that most vocational pupils were children whose parents were farmers or craftsmen. In Nigeria most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, brick laying, petting trading and others. In the study area, there is a seeming general poor social development among pupils in public primary school. Evidences of the poor performances are seen in both pupils' internal and external

examination. It is against this background that the researcher is interested investigating family background and social development of the pupils in public primary schools in Etche Local Government Area. The researcher intends to investigate the variables in the family background with a view of assessing its influence on social development of the pupils in public primary schools in Etche Local Government Area.

Statement of the Problem

The problem of this study is the poor social development of primary school pupils' in Rivers state. Pupil's poor social development may not be unconnected with the family background .The researcher therefore, sought to find out the extent to which parental level of education, family size and parental occupation influences the social development of pupils in public primary schools in Etche local government of Rivers State.

Purpose of the Study

The main purpose of the study was to find out the influence of family background and social development of the pupils in public primary schools in Etche Local Government Area. Specifically, the study sought to find out the following:

- The influence of parental level of education on social development of the pupils in public primary schools.
- The influence of parental occupation on social development of the pupils in public primary schools.
- The influence of family size on social development of the pupils in public primary schools.

Research Questions

The following research questions guided the study:

- To what extent does parental level of education influenced social development of the pupils in public primary schools?
- To what extent does parental occupation influenced social development of the pupils in public primary schools?
- To what extent does family size influenced pupils' academic achievement?

Hypotheses

The following hypotheses were formulated to guide the study:

- There is no significant influence of parental level of education on social development of the pupils in public primary schools.
- There is no significant influence of parental occupation have on social development of the pupils in public primary schools influence of parents' income on social development of the pupils in public primary schools.

- There is no significant influence of family size on pupils' academic achievement.

RESEARCH METHODOLOGY

Research Design

The research design used was a survey design. It aims to examine the influence of family background and social development of the pupils in public primary schools in Etche Local Government Area.

Population of the Study

The population of the study is 2362 primary four pupils in 48 public primary school in Etche Local Government Area in Rivers State

Sample and Sampling Techniques

The sample size for the study is 236 primary four pupils representing 10% of the entire population. The sampling procedure adopted for the study was a simple random sampling technique. The pupils were drawn through a balloting process. The names of the schools were written on a piece of paper and folded into a can.

Instrumentation

The instrument for the study is a researcher designed 15-item questionnaire titled "Family Background and Social Development of the Pupils in Public Primary Schools in Etche Local Government Area (FBSDPPPS). It was divided into two sections: 'A' and 'B'. The pupils were required to tick the option that corresponds with their opinion. Section 'A' was structured to elicit demographic information from the pupils' while section 'B' which was designed to determine the influence of family background on the social development of pupils. The instrument was a four point Likert scale on a four-point rating scale with the following response set: Strongly Agree (SA) = 4 , points, Agree (A) = 3 points, Disagree (D) = 2 , points , Strongly Disagree (SD) = 1 point, Item

Reliability of the Instrument

The reliability of the instrument was done using the test- retest method within an interval of two weeks using 80 respondents. The response from the first and second administrations was correlated to determine the correlation co-efficient. The calculated reliability index was 0.87.

Administration of Instrument

The researcher administered the questionnaire to the pupils and collected the questionnaires on the spot which yielded a hundred percent return rate. The respondents were properly informed about purpose of the research and assured that the instrument was not a test.

Methods of Data Analysis

The mean and standard deviation were used to analyze the data for the research questions while the hypotheses were tested using the analysis of variance (ANOVA) at 0.05 level of significance using the f-statistical table.

RESULTS

Table 1: Summary of the descriptive statistics of the research variables

Variables	Categories	Frequency	Percent
Father education	No formal education	28	11.9
	Primary	68	28.8
	Secondary	80	33.9
	Tertiary	60	25.4
	Total	236	100.0
Mother education	No formal education	29	12.3
	Primary	20	8.5
	Secondary	55	23.3
	Tertiary	132	55.9
	Total	236	100.0
Father occupation	Artisan	80	33.9
	Farming	61	25.8
	Business	66	28.0
	Civil/Public servant	29	12.3
	Total	236	100.0
Mother occupation	Artisan	34	14.4
	Farming	69	29.2
	Business	76	32.2
	Civil/Public servant	57	24.2
	Total	236	100.0
Family size	Small	70	29.7
	Medium	75	31.8
	Large	91	38.6
	Total	236	100.0

Table 1 showed that at .05 level of significance and degree of freedom 3 and 232, the critical F-ratio is 2.65. The calculated F-ratio obtained in establishing the influence of parental education on social development of pupils are as follows; father education, $F = 23.06$ ($p < .05$); mother education, $F = 75.80$ ($p < .05$). The calculated F-ratios were seen to be greater than the critical F-ratio and the obtained significant values less than .05 level of significance used in the study. This result leads to the rejection of the null hypothesis. It was alternately accepted that parental level of education significantly influences social development of pupils. However, the education level of both parents was seen to significantly influence social development of pupils.

The obtaining of significant F-ratios leads of carrying out post hoc test using Least Significant Difference multiple comparison test. This is to ascertain between the comparison groups of educational levels the difference occur. The result is presented in Table 3.

Table 2: Descriptive statistics and One-Way Analysis of Variance (ANOVA) of influence of parental education on social development of pupils (N = 236)

Parental education	Education level	N	Mean	Std. Deviation		
Father education	No formal	28	10.93	2.94		
	Primary	68	11.62	2.43		
	Secondary	80	12.39	2.36		
	Tertiary	60	14.45	1.35		
	Total	236	12.52	2.55		
Mother education	No formal	29	8.90	2.32		
	Primary	20	9.30	1.53		
	Secondary	55	12.96	2.19		
	Tertiary	132	13.61	1.56		
	Total	236	12.52	2.55		
Parental education	Source of variation	SS	df	MS	F	Sig.
Father education	Between Groups	351.18	3	117.06	23.06*	.000
	Within Groups	1177.75	232	5.08		
	Total	1528.93	235			
Mother education	Between Groups	756.82	3	252.27	75.80*	.000
	Within Groups	772.11	232	3.33		
	Total	1528.93	235			

* $p < .05$; $df_{3,232}$; critical $F = 2.65$

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The obtaining of significant F-ratios leads to carrying out post hoc test using Least Significant Difference multiple comparison test. This is to ascertain between the comparison groups of educational levels the difference occur. The result is presented in Table 3.

Table 3: Least Significant Difference (LSD) multiple comparison test of influence of parental education on social development of pupils

Dependent Variable: Social development of pupils					
Parental education	Education level (I)	Education level (J)	Mean Difference (I-J)	Sig.	
Father education	No formal education	Primary	-.689	.175	
		Secondary	-1.459*	.004	
		Tertiary	-3.521*	.000	
	Primary	Secondary	-.770*	.039	
		Tertiary	-2.832*	.000	
		Tertiary	-2.063*	.000	
	Mother education	No formal education	Primary	-.403	.448
			Secondary	-4.067*	.000
			Tertiary	-4.717*	.000
Primary		Secondary	-3.664*	.000	
		Tertiary	-4.314*	.000	
		Tertiary	-.650*	.027	

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

Table 3 showed the comparison of different educational levels, on how they influence social adjustment of pupils. It showed that with regard to father education, fathers with higher level of education have their children more socially adjusted than fathers with lower level of education. The comparison on mothers' education also indicated that mothers with higher level of education have their pupils more socially adjusted than parents with lower level of educational attainment. However, the higher parental educational attainment, the more socially adjusted the pupils will be.

Table 4: Descriptive statistics and One-Way Analysis of Variance (ANOVA) of influence of parental occupation on social development of pupils (N = 236)

Parental Occupation	Occupation Categories	N	Mean	Std. Deviation		
Father occupation	Artisan	80	12.25	2.48		
	Farming	61	11.41	2.96		
	Business	66	13.44	1.97		
	Civil/Public servant	29	13.48	1.92		
	Total	236	12.52	2.55		
Mother occupation	Artisan	34	11.97	2.60		
	Farming	69	11.67	2.69		
	Business	76	13.00	2.32		
	Civil/Public servant	57	13.23	2.32		
	Total	236	12.52	2.55		
Parental occupation	Source of variation	SS	df	MS	F	Sig.
Father occupation	Between Groups	163.68	3	54.56	9.27*	.000
	Within Groups	1365.25	232	5.88		
	Total	1528.93	235			
Mother occupation	Between Groups	106.59	3	35.53	5.80*	.001
	Within Groups	1422.34	232	6.13		
	Total	1528.93	235			

*p<.05; df3&232; critical F = 2.65

Table 4 indicated that at .05 level of significance and degree of freedom 3 and 232, the critical F-ratio is 2.65. The calculated F-ratio obtained in establishing the influence of parental occupation on social development of pupils are as follows; father occupation, F = 9.27 (p<.05); mother occupation, F = 5.80 (p<.05). The calculated F-ratios were seen to be greater than the critical F-ratio and the obtained significant values less than .05 level of significance used in the study. This result leads to the rejection of the null hypothesis. It was alternately accepted that parental occupation significantly influences social development of pupils. However, the occupations of both parents were seen to significantly influence social development of pupils.

The obtaining of significant F-ratios leads of carrying out post hoc test using Least Significant Difference multiple comparison test. This is to ascertain between the comparison groups of occupation the difference occur. The result is presented in Table 5.

Table 5: Least Significant Difference (LSD) multiple comparison test of influence of parental occupation on social development of pupils

Dependent Variable: Social development of pupils LSD				
Parental occupation	Occupation categories (I)	Occupation categories (J)	Mean Difference (I-J)	Sig.
Father occupation	Artisan	Farming	.840*	.043
		Business	-1.190*	.004
		Civil/Public servant	-1.233*	.020
	Farming	Business	-2.030*	.000
		Civil/Public servant	-2.073*	.000
		Business	-.044	.936
Mother occupation	Artisan	Farming	.304	.559
		Business	-1.029*	.045
		Civil/Public servant	-1.257*	.020
	Farming	Business	-1.333*	.001
		Civil/Public servant	-1.561*	.001
		Business	-.228	.600

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

Table 5 showed the comparison of different parental occupation, on how they influence social adjustment of pupils. It showed that with regard to father occupation, fathers with civil/public service and business as their occupation have their children more socially adjusted than fathers with farming and artisan as their occupation. The comparison on mothers' occupation also indicated that mothers with civil/public and business have their pupils more socially adjusted than parents with farming and artisan as their occupation. However, parents that are civil/public servants and entrepreneurs/business owners have their children more socially adjusted than their counterparts their parents involve in other occupations

Table 6: Descriptive statistics and One-Way Analysis of Variance (ANOVA) of influence of family size on social development of pupils (N = 236)

Dependent variable	Family size	N	Mean	Std. Deviation		
Social dev. of pupils	Small	70	13.47	2.17		
	Medium	75	13.09	2.06		
	Large	91	11.31	2.73		
	Total	236	12.52	2.55		
Dependent variable	Source of variation	SS	df	MS	F	Sig.
Social dev. of pupils	Between Groups	221.76	2	110.88	19.76*	.000
	Within Groups	1307.17	233	5.61		
	Total	1528.93	235			

*P<.05; df2&233; critical F = 3.04

Table 6 indicated that at .05 level of significance and degree of freedom 3 and 232, the critical F-ratio is 2.65. The calculated F-ratio obtained in establishing the influence of family size on social development of pupils are as is 19.76 (p<.05). The calculated F-ratio is greater than the critical F-ratio and the obtained significant value less than .05 level of significance used in the study. This result leads to the rejection of the null hypothesis. It was alternately accepted that family size significantly influences social development of pupils.

The obtaining of significant F-ratios leads of carrying out post hoc test using Least Significant Difference multiple comparison test. This is to ascertain between the comparison groups of family size the difference occur. The result is presented in Table 7.

Table 7: Least Significant Difference (LSD) multiple comparison test of influence of family size on social development of pupils

Dependent Variable: Social development of pupils LSD			
(I) Family size	(J) Family size	Mean Difference (I-J)	Sig.
Small	Medium	.378	.338
	Large	2.164*	.000
Medium	Large	1.786*	.000

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

Table 7 showed the comparison of different family size, on how they influence social adjustment of pupils. The comparison of small and medium families showed insignificant mean difference of .378 ($p > .05$). This indicated no significant difference between pupils from small and medium families in their social adjustment. The comparison of small and large families showed significant mean difference of 2.164 ($p < .05$). The positive significant value showed that pupils from small families which is the first comparison group are more socially adjusted than those from large families. The comparison of medium and large showed significant mean difference of 1.786 ($p < .05$). The positive significant value showed that the difference is in favour of the first comparison groups, which are pupils from medium families. It indicated that pupils from medium families are more socially adjusted than those from large families. The result generally indicated that pupils from small and medium families are more socially adjusted than those from large families.

DISCUSSION

The findings of the study revealed that parental education of parents greatly influences the social development of pupils. This study is in line with the findings of the data from the 2003 Parent and Family Involvement in Education Survey (PFI, 2003) show that 88% of pupils whose parents had earned a bachelor's degree or higher had parents who expected them to finish their college education, while only 44% of pupils whose parents highest education was high school or less had parents who expected them to finish. The findings of study revealed that family size has a significant influence on pupils social development and this findings is in line with Domina, (2015), underlined that, a parent with a small family will not only find it easy to provide for the physical needs of the child, but will also be in a position to give attention, encouragement, stimulation and support with schoolwork.

CONCLUSION

From the findings of the study, it was concluded that family background influences social development of public primary pupils in schools in Etche Local Government Area. Family background factors include parental educational level, parental occupation and family size. Parental level of education supports their children for better academic achievement. The major reasons for the observed difference in performance are the influence of parental occupation on

social development of the pupils in public primary schools. The acceptance of hypotheses two and four was based on the result of statistical data from the field. Personal observation equally showed that parental occupation cannot determine pupils' academic achievement. This is because education which is the major determinant of occupation may not be the same in the parents and children. Again, a child from large family size, who has strong determination, can compete favorably with another child from small family size. Moreover, most children from small families are over pampered and undetermined.

Recommendations

Based on the findings of the study the following recommendations were made:

- Parents should diversify their sources of income so that they can be able to provide fund their children in school for better academic achievement.
- The government should make education affordable to encourage pupils and parents to enroll and ensure completion of programme.
- Parents should improve academically as their knowledge level impacts positively on the social development of their children.

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