

INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON EMOTIONAL ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN NASARAWA STATE

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Abstract

This study investigated the influence of parent's socio-economic background on emotional adjustment of senior secondary school students in Nasarawa State. The variables under study are parents' educational level, parents' income level and occupational status. In doing this, three research questions were structured to guide the study. Also, three hypotheses were formulated to be tested at 0.05 level of significance. The study adopted a descriptive survey design which is aimed at examining the influence of parent's socio-economic background on emotional adjustment of secondary school students in Nasarawa State. The population of this study covers sixty five thousand students (65,000). The sample size was 376 students. In undertaking the study, the researcher made use of structured questionnaire. The questionnaire which has 15 items was constructed to elicit responses from the respondents. The validity and reliability was high enough for this study. The data obtained from the study was analyzed using tables, percentages, mean scores and standard deviation were used to answer the research questions while chi-square statistics were used to test the hypotheses at 0.05 level of significance. The finding revealed that parents' educational level, income level and occupational status have significant influence on emotional adjustment of students. The study recommended that with parental educational level, income level, and occupational status having a significant influence on the emotional adjustment of secondary school students, the government should at least provide free education to citizens and make adult education more pronounced and provide jobs to parents to help them have income to cater for their children's educational needs that will give positive emotional adjustment.

Keywords: Emotional adjustment, parents, socio-economic background, education, income, occupation

Introduction

It is observed that education fosters the worth and development of the individual, for each individual's sake and for the general development of the society. This implies that children are the leaders of tomorrow therefore, anything that affects them at home will definitely affect their educational performance. So, for children to live good lives and fulfill their destinies, they need an environment that is conducive to harness their potentials. Environment, be it social, psychological, economic and physical has a considerable influence on the life of an individual. This impact could be negative or positive as the case may be. Orhungur (2000) described the first environment in the society that the individual comes into contact with the family. He further states that, it is here (that is, the home) that the education of the child begins at a very early stage.

Environment has to do with all the social aspects of the learner such as the relationship between the learner and his parents, his peer groups and the physical condition of the home (the nature of the house) directly or indirectly has some noticeable effects on the learner. The impact of the home background (both social and physical) cannot be overemphasized. Commenting on the impact which the home has on the child's performance at education, Orhungur (2000) argued that, the social and economic status of the family determine the type of education the child will receive from the parents and the level of sophistication the child attains in habits, attitudes, and values. High-income families tend to send their children to highly prestigious schools.

The home has influence on the child's performance either negatively or positively. In the positive aspect, the family that is financially stable can expose the child to modern educational media which would bring about an improvement in his ability to think. A child who comes from a family that has modern information media such as television and computer sets think more scientifically than a child who comes from an environment that lacks these equipment. Also, a child who comes from an emotionally stable family is likely to perform better than the child who comes from an unstable one. This is because a child's mental and emotional development is greatly influenced by the nature of the family into which a child is born. In the long run, it means a lot of difference whether a child belongs to a warm monogamous home environment or a warming polygamous one. It is also believed that the peer groups around the home environment have some impact on the child's performance.

Education Act (IDEA 1977 & 2004) defined emotional adjustment as a condition biting one or more of the characteristics over a long period of time and to a marked degree that will adversely affect a child's educational

performance or adjustment process; an inability to build or maintain satisfactory interpersonal relationships with peers or teachers; inappropriate types of behaviours or feelings under normal circumstance; a general pervasive mood of unhappiness or depression; and a tendency to develop physical symptoms or fears associated with school social or personal problems that need to be adjusted. Individuals who lack emotional adjustment suffer problems such as worry, fear, sadness, failure, loss of interest, apprehension, impaired concentration, aggression, stealing and so many others that could affect student's behaviour and academic performance in schools.

As a result of the foregoing factors, many researchers have turned their attention on the home environment as having a major impact on the emotional adjustment of students. Such attempts by educationist of the study of the relationship between home environment and learning can be seen in Keeves (1975), who observed a positive correlation between home environment and students' performances which also spreads to other subjects.

Dhingra and Colleagues (2005) asserts that adjustment is a continuous process through which one changes to be in proper adjustment with his environment, others, and himself. The basic objective to adjustment is to set a balance between one's wishes and social expectations that affect all aspects of one's life. As a result, the person can respond properly to all environmental stimuli to acquire his favourable stimuli and reinforcement. Although adjustment contains many aspects like social, emotional, physical and educational dimensions; the best aspect is social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan and Fatehizadeh, 2006). Emotional adjustment resulting from positive self-concept can provide the person with some kind of ability to face the difficulties, and higher self-esteem strengthens one's ability to efficiently adjust to emotional pressures (Wilbum and Smith, 2005).

Emotionally, various factors have been suggested as sources of influence on students' adjustment to school. How one sees himself or herself aids in adjustment in any environment, a belief about whom you are- that is self-concept. Weiten and Llyod (2003) defined self-concept as a collection of beliefs about one's own nature, unique qualities and typical behaviour. Nwankwo (2010) sees self-concept as the understanding one has about himself or what a person believes about himself.

Emotional adjustment of students is also one of the concepts that maybe affected by parents income, educational level, educational and occupational level, emotional adjustment is a phrase used to denote positive mental health. The concept of positive mental health is detailed extensively in Jahoda's classic conceptualization and refers to an individual's state of mind

and overall well-being. The process conceptualization of emotional adjustment reflects whether an individual is able to cope effectively with the demands of the environmental context as well as with the stress created by these demands. Thus, as a process, emotional adjustment reflects the relative adaptation of an individual to changing environmental conditions. Emotional adjustment is a popular outcome measure in psychological research, and often measures such as self-esteem or the absence of distress, anxiety or depression are used as indicators of adjustment. Researchers may also measure an individuals' level of adjustment or wellbeing in response to some stressful event, such as divorce, or as the absence of deviant behaviour, such as drinking or drug use.

The students' academic performance is also dependent on their ability to make appropriate adjustment with regards to cognitive, affective, attitudinal and behavioural adjustments (Malakiolunthu and Selan, 2011). Academic adjustment refers to their confidence level in starting a new life in a new school environment. Affective adjustment concerns the feeling of satisfaction or dissatisfaction associated with living in the school.

Attitudinal and behavioural adjustments involve perception and actions which the students are able to partake during their stay in the schools. The velocity of adjustment on these three categories might determine their level of academic performance and different students might have dissimilar abilities to adjust their lives accordingly. To facilitate the adjustment process of the students, they need to be assisted. It is against this background that the study investigates the influence of parent's socio-economic background on psychological adjustment of senior secondary school students in Nasarawa State.

Statement of the Problem

It is obvious that parent's socio-economic background is absolutely essential in the education system of any nation. They are the pivot on which education wheels revolve. The fact remains that emotional adjustment of senior secondary school students depends on parent's socio-economic background. The socio-economic background of children may affect their emotional adjustment. The home that is financially stable can expose the child to modern educational media which would bring about an improvement in his ability to think. A child who comes from a family that has modern information media such as television and computer sets think more scientifically than a child who comes from an environment that lacks these equipment.

Secondly, the sociological factor at home also influences emotional adjustment of children. The influence of radio, television, religious practices, peer groups and most recently, the internet may have positive influence on

academic performances of students at school. Also, the educational level of parents has infringing influence on emotional adjustment of children. Educated parents are more likely to provide better stimulating environment for their children. They can provide radio, television. Conditions such as lack of parental stimulation may cause dullness and dull children are likely to be performing below average. It is worthy of note that, the success or failure of the child in school usually has its foundation in the home. There is therefore, the need to look homeward for some of the solutions to poor emotional adjustment of students'. The researcher has observed with dismay that parent's socio-economic background on emotional adjustment in the study area is nothing to write home about. It is on this premise that the researcher is motivated to appraise the influence of parent's socio-economic background on emotional adjustment of senior secondary school students with specific focus on parental educational level, parental income level and parental occupational level on emotional adjustment of secondary school students in Nasarawa State.

Objectives of the Study

The purpose of this study is to investigate the influence of parents' socio-economic background on emotional adjustment of senior secondary school students in Nasarawa State. Specifically, this study intends to:

- i. Ascertain the influence of parental educational level on emotional adjustment of secondary school students in Nasarawa State.
- ii. Determine the influence of parental income level on emotional adjustment of senior secondary school students.
- iii. Investigate the influence of parental occupational level on emotional adjustment of senior secondary school students.

Research Questions

For the purpose of this study, the following questions are raised to guide the study:

- i. What is the influence of parental educational level on emotional adjustment of senior secondary school students?
- ii. What is the influence of parental income level on the emotional adjustment of students?
- iii. What is the influence of parental occupational level on emotional adjustment of secondary school students?

To facilitate the investigation, the following hypotheses postulated will be tested at the 0.05 level of significance:

- i. There is no significant influence of parental educational level on emotional adjustment of secondary school students in Nasarawa State.
- ii. There is no significant influence of parental income level on emotional adjustment of secondary school students.
- iii. There is no significant influence of parental occupational level on psychological adjustment of secondary school students.

Method

Ex-post facto research design was adopted. According to Nwankwo (2016), ex-post facto is a research design that involves collecting and analyzing data about some variables which are already in place without manipulating them, in order to find out how some of them influence or are related to other variables. It is suitable for this study because it will help to establish facts on how socio-economic status of parents influence on emotional adjustment of senior secondary school students in Nasarawa State.

The study target population is 6,500 senior secondary school students of SSII according to the available record review by the Nasarawa State. However, Yaro Yemen's formula was used to determine the target group for the study. The sample size is 376 students drawn from the population of students using proportional random sampling technique.

The questionnaire titled "Parental background and students' emotional adjustment (PBSEA) was used as an instrument for data collection. The questionnaire consisted of fifteen (15) items questions which were grouped into two (2) sections. Section A consists of respondents' bio-data, section B comprises of 15 items mainly based on home and school environment as perceived by the students.

The instrument was validated by two experts from Department of Educational Foundations, Faculty of Education, Nasarawa State University, Keffi to ensure its validity. To ascertain the reliability of the instrument, it was pilot tested on 30 students from Government Secondary School Obi which is not part of the population under study. The data obtained from the pilot test was used to compute the internal consistencies of the instrument using the Cronbach Alpha coefficient. The Cronbach alpha of 0.93 was gotten which according to Anikweze the cronbach alpha that is above .70 is considered appropriate for the study.

In order to administer the instrument, the researcher visited the selected sampled schools to be used for the study to administer the instrument. The subjects were given verbal instruction where necessary. The "wait-and-take" techniques were adopted to collect back the entire completed

questionnaire. Data obtained from the administration of the questionnaires were collated for analyses.

After collection of data, the data were organized, tabulated and analyzed. Mean scores and standard deviation were used to answer the research questions while chi-square statistics were used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: What is the influence of parental educational level on psychological adjustment of senior secondary school students?

The answer to research question one is presented in table 1.

Table 1: Mean and Standard Deviation on the influence of parental educational level on the emotional adjustment of students

S/N	Item	\bar{x}	SD	Remark
1	My parents educational level gives me high self-esteem in school	2.96	1.14	High
2	I am always happy because my parents are all professors and academics.	2.37	1.05	Low
3	I am sad because my parents are illiterates	3.06	1.15	High
4	I perform well in school because of the status of my parents	2.30	0.90	Low
5	I am psychologically balanced because my parents are highly educated	2.16	1.00	High
	Cluster Mean	2.57	1.13	High

Table 21 indicates the cluster mean of 2.57 and the standard deviation of 1.13. Hence the cluster mean of 2.57 is above the cut-off point of 2.50; it means that parental literacy level has influence on psychological adjustment of students.

Research Question two: What is the influence of parental income level on the emotional adjustment of students?

The answer to research question two is presented in table 2.

Table 2: Mean and Standard Deviation on the influence of parental income level influence the emotional adjustment of students

S/N	Item	\bar{x}	SD	Remark
1	I always feel free because my father receives enough salary to settle my fees	2.86	1.08	accept
2	I am depressed because my parents	2.23	0.49	accept

	business collapsed and they are poor			
3	I feel sad because my father struggles to pay my school fees as a farmer.	2.86	.84	accept
4	I am always dull because my parents don't have enough income to buy my text books.	2.30	0.90	accept
5	I am always happy when my parents pay my school fees on time.	2.46	1 .23	reject
	Cluster Mean	2.54	0.81	Accept

Table 2 indicates the cluster mean of 2.54 and standard deviation of 0.81. Since the cluster mean of 2.54 is above the cut-off point of 2.5 it is accepted that parental income level has influence on the psychological adjustment of students.

Research Question three: What is the influence of parental occupational level on psychological adjustment of secondary school students?

The answer to research question three is presented in table 3.

Table 3: Mean and, Standard Deviation on influence of parental occupational level have on the emotional adjustment of students

S/N	Item	\bar{x}	SD	Remark
1.	I am always glad because my father is a lecturer	3.40	0.71	High
2.	I feel relaxed because my parents are high class politicians	3.10	0.79	Low
3.	I am worried because my parents are not having job.	2.60	0.88	High
4.	I became depressed when my father is sacked in the office and have no job.	2.30	0.90	High
5.	I am always happy because my mother works in a reputable organization.	3.16	0.73	High
	Cluster Mean	2.91	0.80	High

Table 3 indicates the cluster mean of 2.91 with a corresponding standard deviation of 0.80. Hence the cluster mean of 2.91 is above the cut-off point of 2.50. This implies that there is a high extent to which parental occupational level has influence on the psychological adjustment of students.

Testing of Hypotheses:

Hypothesis One: There is no significant influence of parental educational level on emotional adjustment of secondary school students in Nasarawa State.

Table 4: Chi square on influence of parental educational level on emotional adjustment of senior secondary school students

Response	Observed Frequency	Expected frequency	X^2	Df	p.val	Significant
SA	60	75	76.0	3	.000	.05
A	140	75				
D	50	75				
SD	50	75				
Total	300	300				

X^2 76.0, $df = 3$, $p.val = 0.000$, level of significance = .05

Table 4 Indicates chi-square value of 76.0 at $df=3$ and $P .000<.05$. The null hypothesis which states that there is no significant influence of parental literacy level on the psychological adjustment of secondary school students is rejected and the alternative accepted. This implies that there is a significant influence of parental literacy level on the emotional adjustment of secondary school students.

Hypothesis Two: there is no significant influence of parental income level on psychological adjustment of secondary school students.

Table 5: Chi-Square statistics on influence of parental income level on emotional adjustment of senior secondary school students

Response	Observed Frequency	Expected frequency	X^2	Df	p.val	Significant
SA	90	75	36.0	3	.000	.05
A	110	75				
D	50	75				
SD	50	75				
Total	300	300				

X^2 36.0, $df= 3$, $asym p = 0001$, level of significance = 0.05

Table 5 indicates chi-square value of 36.0 at $df = 3$ and $p = .000<.05$ the null hypothesis which states that there is no significant influence of parental income level on the emotional adjustment of secondary school students has been rejected and alternative hypothesis accepted. This implies

that there is a significant influence of parental income level on the academic adjustment of secondary school students.

Hypothesis three: There is no significant influence of parental occupational level on emotional adjustment of secondary school students.

Table 6: Chi-Square statistics on influence of parental occupational level on emotional adjustment of senior secondary school students

Response	Observed Frequency	Expected frequency	χ^2	Df	p.val	Significant
SA	130	75	228.0	3	.000	.05
A	150	75				
D	10	75				
SD	100	75				
Total	300	300				

χ^2 228.0, $df=3$, $asympt = .000$, level of significance = .05

Table 6 Indicates chi-square value of 228.0 at $df=3$ and $P = .000 < .05$ the null hypothesis which states that parental occupational level has no significant influence on emotional adjustment of secondary school students was rejected and alternative hypothesis accepted. This implies that parental occupational level has a significant influence on emotional adjustment of secondary school students.

Discussion of Findings

The findings of research question one and hypothesis one of this study revealed that there is a significant influence of parental educational level on the emotional adjustment of secondary school students. This finding is in agreement with Sirin (2005) and Joseph (2016) who in their studies discovered that parent educational level had effect on the educational attainment of children. In another vein, Machebe and Ifelunni (2014) found out that Parental socio-economic status and parental educational background did not have significant influence on the emotional adjustment of the students. However, the parental educational qualification and health status of the students were identified to have statistical significant influence on the emotional adjustment of the students.

The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the respondents. Thus, high educational background of parents

means availability of academic materials which students from such homes get familiar with before going to school.

The finding of research question two and hypothesis two also reveals that there is a significant influence of parental income level on the emotional adjustment of secondary school students. This finding is in agreement with Sirin (2005) who found out that parental income and parental occupation have different influences on the educational attainment. Similarly Kruse (2006) also discovered that there was a statistically significant difference between the academic performances of low socio-economic environments compared to that of high socio-economic environments. In another vein, Barnett's research (2000) showed that, the level of the child's income of the family has less to do with the child's academic performances

The finding of research question three and hypothesis three also reveals that there is a significant influence of parental occupational level on the academic adjustment of secondary school students. This finding is in agreement with White (2002) who discovered that family characteristics are the most influential predictor of school performance is socio-economic status; the higher the socio-economic status of the students family, the higher his academic achievement. Jeynes (2005) who discovered that parental educational level, parental occupational status, and income level and health status of the family influence emotional adjustment of students (Jeynes, 2002). It is understood that low socioeconomic status of parents cause negative and depressingly influence student's academic performance because due to low socio-economic status, a student does not access to important resources and generates additional stress and tension at home (Eamon, 2005; Jeynes, 2002). According to Parson, Stephanie and Deborah (2001), socio-economic status is an expression which is used to differentiate between people's relative status in the community regarding family income, political power, educational background and occupational status were not part be of the sample for this study. The data obtained from the pilot test was used to compute the internal consistencies of the instrument. The cronbach alpha of 0.93 was gotten which according Anikweze the cronbach alpha that is above .70 is considered appropriate for the study.

Recommendations

The following recommendations were made for future research and practical application,

- i. The government should provide free education to indigene students and make adult education more pronounced to enable parents who are illiterate.

- ii. The government should provide jobs to parents to help them have income to cater for their children's educational needs.
- iii. Parents with low cadre occupation should be counseled on working hard to provide the educational needs of their children.

Conclusion

Based on the findings of this study, it is concluded that parental educational level, parental income level and parental occupational status influence emotional adjustment of senior secondary school students in Nasarawa State

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