

# Parental Factors and Pupils' School Readiness in Umuahia North Local Government Area, Abia State

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## Abstract

This study investigated the influence of parental factors and pupils' school readiness in Umuahia North Local Government Area. To achieve this purpose, three specific objectives and corresponding research questions were also raised to guide the study, three null hypotheses were postulated to guide the study and were tested at .05 level of significance. The descriptive survey research design was employed and used for this study. The population of the study was 4500 ECC II pupils with parents. Purposive and simple random sampling was used to select a sample size of 450 ECC II pupils with parents. Parental Factors Questionnaire (PFQ), for parents and Pupils' School Readiness Rating Scale (PSRRS) for pupils were used as instruments for the study. The face and content validities of the instruments was determined by experts in Psychological Foundations of Education and Early Childhood Education. The Cronbach's alpha statistical analysis was used to determine the reliability of instruments which yielded reliability indices of 0.73, 0.71 and 0.77 respectively. Mean analysis and standard deviation were used to answer the research questions while t-test and analysis of variance (ANOVA) were used to test the null hypotheses. The study revealed that: there is a significant influence of parental styles, parental socio-economic status, and parental educational background on pupils' school readiness in Umuahia North Local Government Area. Based on the findings of the study, the study recommended among others that parents should be encouraged to improve on their relationship with their children and choose the right parenting style that will help the children to behave positively in their readiness to adapt to school environment.

**Keywords:** Parental factors, Parental styles, Socio-economic status, and School Readiness.

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## INTRODUCTION

It is well-known that a child whose educational line has a positive beginning has great chances to obtain beyond the average school performances. The parents know that if at preschool their children learned to recognize the letters of the alphabet, to count, to write and to read their own name correctly, it means that they will be successful in their future school activities. The level of school readiness is reflected during a first stage in the level of school adaptation, the pupil's adequate answer to the instructive type exigencies, respectively, his availability to acquire the conveyed information and to operationalize them in a creative, efficient way (Negovan, 2016) and largely, in the school performances obtained at the evaluation tests. The results of (Van Zyl, 2017) study confirm that children's school readiness is significantly related to children's academic performance at the next level of education. In addition to better

achievement in academics, school readiness is also an asset for children to adapt well at the elementary school level (Yüksel, Küçükoğlu and Ünsal, 2018). This is reinforced by the results of long-term research conducted by (Pan, Trang, Love, and Templin, 2019), concluding that children who have positive development in terms of academics, personality, and social skills at pre-school age will have better achievement at the next stage of education. The child's school readiness does not merely influence a child's success, but the school readiness is also the starting point for the child to adapt well to the new school environment to achieve their best.

Generally, the child's school readiness depends on so many factors such as parental factors. Parents are very influential in the lives of their children. They have the ability to shape, sustain and develop pupils who will be active, diligent, creative and tolerant, through their positive involvement in the learning process and

educational activities. Parents are also capable of repressing and destroying the motivation and ability of their children through neglect and in difference to their achievements. The influence of parents at childhood stage is very crucial, this is because parents play tremendous roles in childhood transition to adulthood as well as the school readiness of the pupils. The family unit is considered as one of the most influential components of a child's school readiness due to the fact that the family is the first source of internal education for a child (Sumari, Hussein and Siraj, 2020). Parents are the ones saddled with the responsibility of taking care of their children until they are capable of taking care of themselves. According to Onyechi and Okere (2017) childhood stage requires parental love, care, warmth and serious attention to adjust adequately to environment in which they live. Child's school readiness depends on the parental factors such as parenting styles, parents' educational level, socio-economic status, parental involvement and parental stress. Utti (2006) observed that these variables are the major vehicles in a child's school readiness.

Parenting styles involve combination of acceptance and responsiveness on one hand and demand control on the other. Baumrind (2018) defined parenting style as a psychological construct representing standard strategy that parents use in their children. Baumrind (2018) further outlined four types of parenting styles: authoritarian, authoritative, neglectful and indulgent. Authoritarian parents are parents who have strict ideas about discipline and behaviour, while authoritative parents encourage their children to be independent but still place limit and control on their action. Neglectful parents are uninvolved in their children's lives, and lastly indulgent parents are highly involved with their children but place few demand or control on them. In related study conducted by Kwaiji (2014) revealed that authoritative parenting style, authoritarian parenting style, neglectful parenting style and indulgent parenting style had influence on adolescents' social behaviour and academic performance differently. Similarly, Kol (2016) revealed that the democratic parental styles affects the social skills of the child positively and significantly, whereas the over protective parental styles affects negatively and significantly. Even though over protective and oppressive-authoritarian was used.

Apart from the parenting styles, another risk factor that can also affect children's school readiness is the parents' educational levels positively influence their children's immediate educational outcomes and educational and vocational achievements into middle adulthood (Dubow, Boxer and Huesmann, 2019). Children learn by observing those around them and by direct experiences. Their behaviors are then shaped by these interactions (Bandura as cited in Dubow *et al.*, 2019). Parental time investment in a young child is one of the key predictors of a child's success as an adult (Kalil, Ryan and Corey, 2015). College-educated

mothers spend more time providing child care and age-appropriate activities with their children than mothers who have a high school education (Kalil *et al.*, 2015). Generally, highly educated parents (i.e. parents with more than 4 years of college experience) spend more time with their children than parents who have less educational experience (Guryan, Hurst and Kearney 2018). Since highly educated parents tend to view time with children as an investment opportunity to build human capital (Guryan *et al.*, 2018), they spend that time actively developing their children's talents and skills; whereas, less educated parents tend to let their children's talents and skills develop with little or no guidance or stimulus (Lareau, 2017). Additionally, high-income and highly educated parents are more likely to be involved in their children's education, which is a key factor in adolescents' educational successes (Cabrera, Peralta and Kurban, 2018).

A study conducted by, Funmilola *et al.*, (2018) showed a significant difference between academic performance of students from parents with high educational background and students from parents with low educational background. A significant difference was also found between the academic performance of students having study facilities at home and students with no study facilities at home. Similarly, Egunsola (2014) found that parental educational qualification, Occupational and home location were highly correlated with students' academic performance while economic status (income and affluence) have moderate correlation but all the independent variables have significant influence on students' performances in Agricultural Science at the secondary school.

Parents' socioeconomic status is yet another factor that can also affect children's school readiness. The basic responsibilities of the traditional family which remained housing, clothing, health care, nutrition and safety, have in modern times included the provision of quality education and a homely condition with necessary facilities that support child learning. As a measure of socio-economic status determinant, families regard education as a means of maintaining their status or improving it. This perhaps, explains why high socio-economic status families tend to show much concern over their children's poor performance at school either by teaching them those subjects in which the children perform poorly or employing part-time teachers for them. Today, most high socio-economic status families strive to maintain their status by ensuring that their children attend the best nursery and primary schools which guarantee admission to highly placed secondary schools, provide the best routes to university education and thus guarantee access to a prestigious occupation and employment and enhanced income. It was found that the higher the income of the parent the greater was their participation and involvement (Goldberg, 2018). Parents with a low income found it more difficult to obtain a position of influence than those with a higher income. It

may therefore be said that the higher the income and the socio-economic status the more parents will participate and become involved. Moreover, financially well-established parents can also contribute to the school readiness of their children (Goldberg, 2018).

A study conducted by Ugwuja (2020) revealed that students from educated parents achieve more than those from uneducated parents in academics; students from high-income status parents enjoy considerable advantage in academic achievement than students of low income status parents because their parents were able to afford necessary materials and equipment needed for effective learning in the school; parental level of motivation also influenced students' academic achievement because motivation and reward served as a form of reinforcement for children's learning at school. Kamuti (2015) also investigated the influence of home environment on academic performance of students in public secondary schools and discovered that the parent's economic status influences students' academic performance in public secondary schools.

School readiness refers to various key features or basic conditions required by children in the formal education (Gredler, 2000). According to the ecological model of children's school readiness proposed by The National Education Goals Panel (NEGP) (Emig, Moore and Scarupa, 2018), school readiness should include at least the following three aspects: children for readiness, schools for readiness, family and community support. Five important development areas are contained in children for readiness, including body and sports development, emotional and social development, learning styles, language development, cognitive development, and general knowledge base. The level of school readiness is an important indicator to predict children's adaptation to the future school. Children's school readiness is not only about the individual child itself but parental factors (parenting styles, parents' educational level, parents' socioeconomic status) as a micro-system for children that have a supportive influence to the children's school readiness. It is against this background that the researcher is interested in investigating the influence of parental factors on pupils' school readiness in Umuahia North Local Government Area.

### STATEMENT OF THE PROBLEM

School readiness involves the control of basic abilities and aptitudes which allow the child to function successfully in the school environment, to adapt himself at both the academic and social level. The beginning of formal schooling represents for the child and for his parents a new start with several expectations and with as many fears: the child anxious to take up his role as a schoolchild, to continue to learn and to discover in a guided manner what he began at preschool, to learn to write, to read and to cipher out; the parent worried and fearful asks himself questions very often- if the child is

ready for school and if he will comply with current requirements of educational policies whose standards become higher and higher. One speaks very often about the child who is ready for school activities but also about the parents who are ready to comply with the child's transitioning to school. It is based on these issues that this study is conducted to investigate the influence of parental factors on pupils' school readiness in Umuahia North Local Government Area.

### PURPOSE OF THE STUDY

Generally, the purpose of this study is to determine the influence of parental factors on pupils' school readiness in Umuahia North Local Government Area. Specifically, the study sought to:

- i. Determine the extent to which parenting styles influence pupils' school readiness in Umuahia North Local Government Area.
- ii. Ascertain the extent to which parents' educational level influences pupils' school readiness in Umuahia North Local Government Area.
- iii. Assess the extent to which parents' socio-economic status influences pupils' school readiness in Umuahia North Local Government Area.

### RESEARCH QUESTIONS

The following research questions were formulated to guide the study:

- i. To what extent do parenting styles influence pupils' school readiness in Umuahia North Local Government Area?
- ii. To what extent do parents' educational level influences pupils' school readiness in Umuahia North Local Government Area?
- iii. To what extent do parents' socio-economic status influences pupils' school readiness in Umuahia North Local Government Area?

### RESEARCH HYPOTHESES

The following null hypotheses were postulated to guide this study and tested at 0.05 level of significance:

**H0<sub>1</sub>:** There is no significant influence of parenting styles on pupils' school readiness in Umuahia North Local Government Area.

**H0<sub>2</sub>:** There is no significant influence of parents' educational level on pupils' school readiness in Umuahia North Local Government Area.

**H0<sub>3</sub>:** There is no significant influence of parents' socio-economic status on pupils' school readiness in Umuahia North Local Government Area.

### METHODS

This study employed descriptive survey research design. This is because it is simply the best method for collecting information from a large population located at different places in natural setting and it is more accurate as in the case of study population. The Area of the study area was Umuahia North Local

Government Area, Abia State, Nigeria. Umuahia North lies between 5°30' and 5°40' North of equator and longitude 7° 25' and 7° 32' East of Greenwich meridian. It occupies a total area of about 253, 979 sq. km. with a land mass of about 423, 290 sq. km. The population of the study consisted of all 4500 ECC II pupils in 63 public primary schools with ECCDE centres. A sample size of 450 pupils with their parents representing 10% of the total population was used for the study selected through purposive and simple random sampling technique. The researchers' criterion for the selection was: A school with at a functional Early Childhood Care Centre and least 30 teachers irrespective of the location. This was to ensure effective curriculum implementation and an average teacher-pupil ratio of about 1:30. 15 schools meet these criteria in the study area. Therefore, simple random sampling was used to select 30 pupils each from schools chosen for the study. This was done through hat and draw method which gave the pupils equal opportunity to be selected. The instrument for data collection was Parents' Factors Questionnaire (PFQ) for parents and Pupils' School Readiness Rating Scale (PSRRS) for teachers. Parents' Factors Questionnaire (PFQ) sought information on Parents' Factors to include parenting styles with 15 items, parents' educational level, parents' socio-economic status, parental stress with 18 items and parental involvement with 11 items structured on 4-point type Likert Scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). Pupils' School Readiness Rating Scale (PSRRS) was used by class teachers to rate pupils' school readiness with 15 items and was structured on 4-point type Likert Scale of Very Good (4 points), Good (3 points), Fair (2 points) and Poor (1 point).

Face validity was established for the instruments. To determine internal consistency of the reliability, Cronbach's Alpha Statistics was used which yielded the reliability indices of 0.73, 0.71, 0.77 and 0.86 respectively. Prior to the commencement of the study, the researcher visited each of the sampled schools to obtain permission for the administration of the questionnaire and the researcher explained the purpose of the study and the contents of the questionnaire to the respondents. In the administration of these instruments, the researcher reached out to parents through their children. In doing this, the researcher and three research assistants after obtaining permission from the relevant authorities visited selected schools, explained the contents of the questionnaire to the pupils and gave copies of the questionnaire to the pupils for onward transmission to their parents. The children returned the filled questionnaire from their parents to the researcher 7 days after administration. Period of one week was given to return the filled questionnaire in order to allow parents to whom questionnaire were given enough time to complete the questionnaire. The class teacher rating pupils based on Pupils' School Readiness Rating Scale (PSRRS). The rated instruments were 100 percent returned. The research questions were answered using Mean ( $\bar{x}$ ) and Standard Deviation, while t –test for hypothesis 1 and Analysis of Variance (ANOVA) for hypotheses 2 and 3 were used to test the hypotheses at 0.05 level of significance.

**RESULTS AND DISCUSSION**

**Research Question One:** To what extent do parenting styles influence pupils' school readiness in Umuahia North Local Government Area?

**Table 1: Mean and standard deviation of the extent parenting styles influence pupils' school readiness in Umuahia North Local Government Area, (n=450)**

| Variables                | $\bar{X}$ | SD   | Weighted Mean | Decision |
|--------------------------|-----------|------|---------------|----------|
| Parenting Styles         | 41.62     | 8.95 | 3.25          | HE       |
| Pupils' School Readiness | 38.37     | 9.35 |               |          |

HE = High Extent, LE = Lower Extent

Result in Table 1 revealed parents' responses on the parenting styles had a mean of 41.62 with a standard deviation of 8.95, while pupils' school readiness had a mean of 38.37 with a standard deviation of 8.35. Given the criterion mean of 2.5, the weighted mean of 3.25 for parenting styles is greater. This implies that parenting

styles influence pupils' school readiness in Akwa Ibom North-East Senatorial District to a high extent.

**Research Question Two:** To what extent does parents' educational level influences pupils' school readiness in Umuahia North Local Government Area?

**Table 2: Mean and standard deviation of the extent parents' educational level influences pupils' school readiness in Umuahia North Local Government Area, n = 450**

| Variables                | Parents' Educational Level | N   | $\bar{X}$ | SD   |
|--------------------------|----------------------------|-----|-----------|------|
| Pupils' school readiness | FSCL                       | 30  | 33.20     | 9.39 |
|                          | SSCE                       | 64  | 36.14     | 9.86 |
|                          | NCE/OND                    | 129 | 37.84     | 9.46 |
|                          | HND/B.Ed./B.Sc.            | 211 | 39.68     | 8.84 |
|                          | M.Sc./M.Ed.                | 11  | 45.00     | 7.72 |
|                          | Ph.D                       | 5   | 41.60     | 2.88 |



Table 2 showed the extent parents' educational level influences pupils' school readiness. The mean of the school readiness of pupils whose parents has FSLC is 33.20 with a standard deviation of 9.39, those whose parents has SSCE is 36.14 with a standard deviation of 9.86, those whose parents has NCE/OND is 37.84 with a standard deviation of 9.46, those whose parents has HND/B.Ed./B.Sc. is 39.68 with a standard deviation of 8.84, those whose parents has M.Sc./M.Ed. is 45.00 with a standard deviation of 7.72 and those whose parents has Ph.D is 41.60 with a standard deviation of 2.88. The

result indicates that pupils whose parents has M.Sc./M.Ed. had the highest extent of influence on pupils' school readiness followed by those whose Ph.D, HND/B.Ed./B.Sc., NCE/OND, SSCE and lastly FSLC. The result also showed that pupils' school readiness in Umuahia North Local Government Area differs based on parents' educational level.

**Research Question Three:** To what extent does parents' socio-economic status influence pupils' school readiness in Umuahia North Local Government Area?

**Table 3: Mean and standard deviation of the extent parents' socio-economic status influences pupils' school readiness in Umuahia North Local Government Area, n = 450**

| Variable                 | Parents' Socio-Economic Status | N   | $\bar{X}$ | SD   |
|--------------------------|--------------------------------|-----|-----------|------|
| Pupils' school readiness | Below N 10, 000                | 91  | 35.05     | 9.62 |
|                          | N10, 000- 50,000.              | 222 | 37.73     | 9.60 |
|                          | N50,000 and above              | 137 | 41.59     | 7.69 |

Table 3 reveal on the influence of parents' socio-economic status on pupils' school readiness in Umuahia North Local Government Area. The mean of the school readiness of pupils whose parents earned below N10, 000.00 monthly is 35.05 with a standard deviation of 9.62, mean of the school readiness of pupils whose parents earned N10, 000.00 - N50,000.00 monthly is 37.73 with a standard deviation of 9.60 and mean of the school readiness of pupils whose parents earned is N50,000.00 and Above 41.59 with a standard deviation of 7.69. The result indicates that pupils whose parents' socio-economic status is below N50, 000.00 and above

monthly had the highest extent of influence on pupils' school readiness followed by those whose parents earned N10,000.00- N50, 000.00 monthly and lastly below N10, 000.00 monthly. The result also showed that pupils' school readiness in Umuahia North Local Government Area differs based on parents' socio-economic status.

**TEST OF HYPOTHESES**

**Hypothesis One:** There is no significant influence of parenting styles on pupils' school readiness in Umuahia North Local Government Area.

**Table 4: T-test analysis of significant influence of parenting styles on pupils' school readiness in Umuahia North Local Government Area**

| Variables                | n   | $\bar{X}$ | SD   | df  | t-cal. | p-value | Decision               |
|--------------------------|-----|-----------|------|-----|--------|---------|------------------------|
| Parenting styles         |     | 40.62     | 8.95 |     |        |         |                        |
|                          | 450 |           |      | 449 | 5.382* | 0.000   | Reject H <sub>01</sub> |
| Pupils' school readiness |     | 38.37     | 9.35 |     |        |         |                        |

\* = Significant at 0.05 level of significance

The result in Table 4 showed that t-cal. of 5.382 with an associated probability value of 0.000 was obtained with regards to the, significant influence of parenting styles on pupils' school readiness. Since the associated probability of 0.000 was less than 0.05, the null hypothesis one which states that there is no significant influence of parenting styles on pupils' school

readiness was rejected. This implies that there is a significant influence of parenting styles on pupils' school readiness in Umuahia North Local Government Area.

**Hypothesis Two:** There is no significant influence of parents' educational level on pupils' school readiness in Umuahia North Local Government Area.

**Table 5: Analysis of Variance (ANOVA) of significant influence of parents' educational level on pupils' school readiness in Umuahia North Local Government Area**

| Source         | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 2054.666       | 5   | 410.933     | 4.903 | .000 |
| Within Groups  | 37212.359      | 444 | 83.812      |       |      |
| Total          | 39267.024      | 449 |             |       |      |

The result in Table 5 showed that an F-cal. of 4.903 with an associated probability value of 0.000 was obtained with regards to the, significant influence of parents' educational level on pupils' school readiness.

Since the associated probability of 0.002 was less than 0.05, the null hypothesis two which states that there is no significant influence of parents' educational level on pupils' school readiness was rejected. This implies that

there is a significant influence of parents' educational level on pupils' school readiness in Umuahia North Local Government Area. The significance of the result caused

Post Hoc Scheffe test to be conducted in order to find the independent groups between which the significant difference lie.

**Table 6: Post hoc Scheffe test of the significant influence of parents' educational level on pupils' school readiness**

| (I) Educational Level | (J) Educational Level | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval |             |
|-----------------------|-----------------------|-----------------------|------------|------|-------------------------|-------------|
|                       |                       |                       |            |      | Lower Bound             | Upper Bound |
| FSLC                  | SSCE                  | -2.94062              | 2.02565    | .834 | -9.7112                 | 3.8299      |
|                       | NCE/OND               | -4.64496              | 1.85565    | .283 | -10.8473                | 1.5573      |
|                       | HND/B.Ed/B.Sc.        | -6.48246*             | 1.78632    | .023 | -12.4530                | -.5119      |
|                       | M.Sc./M.Ed.           | -11.80000*            | 3.22691    | .021 | -22.5856                | -1.0144     |
|                       | Ph.D                  | -8.40000              | 4.42222    | .607 | -23.1808                | 6.3808      |
| SSCE                  | FSLC                  | 2.94062               | 2.02565    | .834 | -3.8299                 | 9.7112      |
|                       | NCE/OND               | -1.70434              | 1.39974    | .915 | -6.3828                 | 2.9741      |
|                       | HND/B.Ed/B.Sc.        | -3.54184              | 1.30643    | .198 | -7.9085                 | .8248       |
|                       | M.Sc./M.Ed.           | -8.85938              | 2.98811    | .120 | -18.8468                | 1.1281      |
|                       | Ph.D                  | -5.45938              | 4.25110    | .895 | -19.6682                | 8.7495      |
| NCE/OND               | FSLC                  | 4.64496               | 1.85565    | .283 | -1.5573                 | 10.8473     |
|                       | SSCE                  | 1.70434               | 1.39974    | .915 | -2.9741                 | 6.3828      |
|                       | HND/B.Ed/B.Sc.        | -1.83750              | 1.02319    | .665 | -5.2574                 | 1.5824      |
|                       | M.Sc./M.Ed.           | -7.15504              | 2.87558    | .290 | -16.7663                | 2.4563      |
|                       | Ph.D                  | -3.75504              | 4.17277    | .976 | -17.7021                | 10.1920     |
| HND/B.Ed/B.Sc.        | FSLC                  | 6.48246*              | 1.78632    | .023 | .5119                   | 12.4530     |
|                       | SSCE                  | 3.54184               | 1.30643    | .198 | -.8248                  | 7.9085      |
|                       | NCE/OND               | 1.83750               | 1.02319    | .665 | -1.5824                 | 5.2574      |
|                       | M.Sc./M.Ed.           | -5.31754              | 2.83133    | .620 | -14.7810                | 4.1459      |
|                       | Ph.D                  | -1.91754              | 4.14241    | .999 | -15.7631                | 11.9280     |
| M.Sc./M.Ed.           | FSLC                  | 11.80000*             | 3.22691    | .021 | 1.0144                  | 22.5856     |
|                       | SSCE                  | 8.85938               | 2.98811    | .120 | -1.1281                 | 18.8468     |
|                       | NCE/OND               | 7.15504               | 2.87558    | .290 | -2.4563                 | 16.7663     |
|                       | HND/B.Ed/B.Sc.        | 5.31754               | 2.83133    | .620 | -4.1459                 | 14.7810     |
|                       | Ph.D                  | 3.40000               | 4.93777    | .993 | -13.1040                | 19.9040     |
| Ph.D                  | FSLC                  | 8.40000               | 4.42222    | .607 | -6.3808                 | 23.1808     |
|                       | SSCE                  | 5.45938               | 4.25110    | .895 | -8.7495                 | 19.6682     |
|                       | NCE/OND               | 3.75504               | 4.17277    | .976 | -10.1920                | 17.7021     |
|                       | HND/B.Ed/B.Sc.        | 1.91754               | 4.14241    | .999 | -11.9280                | 15.7631     |
|                       | M.Sc./M.Ed.           | -3.40000              | 4.93777    | .993 | -19.9040                | 13.1040     |

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

As presented in Table 6, the result of the analysis shows a significant mean difference in FSLC (1), SSCE (2), NCE/OND (3), HND/B.Ed/B.Sc. (4), M.Sc./M.Ed. (5) and Ph.D (6) at the 0.05 level. There is a significant mean difference between groups 1 and 4 (6.48) and 1 and 5 (11.80).

**Hypothesis Three:** There is no significant influence of parents' socio-economic status on pupils' school readiness in Umuahia North Local Government Area.

**Table 7: Analysis of Variance (ANOVA) of significant influence of parents' socio-economic status on pupils' school readiness**

| Source         | Sum of Squares | df  | Mean Square | F      | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 2516.533       | 2   | 1258.266    | 15.304 | .000 |
| Within Groups  | 36750.492      | 447 | 82.216      |        |      |
| Total          | 39267.024      | 449 |             |        |      |

The result in Table 7 showed that an F-cal. of 15.304 with an associated probability value of 0.000 was obtained with regards to the, significant influence of parents' socio-economic status on pupils' school

readiness. Since the associated probability of 0.000 was less than 0.05, the null hypothesis two which states that there is no significant influence of parents' socio-economic status on pupils' school readiness was rejected.

This implies that there is a significant influence of parents' socio-economic status on pupils' school readiness in Umuahia North Local Government Area.

The significance of the result caused Post Hoc Scheffe test to be conducted in order to find the independent groups between which the significant difference lie.

**Table 8: Post hoc Scheffe test of the significant influence of parents' socio-economic status on pupils' school readiness**

| (I) Socioeconomic Status | (J) Socioeconomic Status | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval |             |
|--------------------------|--------------------------|-----------------------|------------|------|-------------------------|-------------|
|                          |                          |                       |            |      | Lower Bound             | Upper Bound |
| Below 10,000             | 10,000-50,000            | -2.68379              | 1.12863    | .060 | -5.4557                 | .0881       |
|                          | 50,000 and above         | -6.54360*             | 1.22621    | .000 | -9.5551                 | -3.5321     |
| 10,000-50,000            | Below 10,000             | 2.68379               | 1.12863    | .060 | -.0881                  | 5.4557      |
|                          | 50,000 and above         | -3.85980*             | .98512     | .001 | -6.2792                 | -1.4404     |
| 50,000 and above         | Below 10,000             | 6.54360*              | 1.22621    | .000 | 3.5321                  | 9.5551      |
|                          | 10,000-50,000            | 3.85980*              | .98512     | .001 | 1.4404                  | 6.2792      |

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

As presented in Table 8, the result of the analysis shows a significant mean difference in Below 10,000 (1), 10,000-50,000 (2) and 50,000 and above at the 0.05 level. There is a significant mean difference between groups 1 and 3 (6.54) and 2 and 3 (3.85).

## DISCUSSION OF FINDINGS

The result of the findings in hypothesis one showed that there is a significant influence of parenting styles on pupils' school readiness in Umuahia North Local Government Area. And that differences exist based on the level of influence. This could be attributed to the fact parenting styles differ based on the care, support and love given that leads to a child total development. And that parenting is a complex process which involved a lot of commitment, patience and time to groom a total child. This finding agrees with the initial findings by Kwaiji (2014) that authoritative parenting style, authoritarian parenting style, neglectful parenting style and indulgent parenting style had influence on adolescents' social behaviour and academic performance differently. Similarly, Kol (2016) revealed that the democratic parental styles affects the social skills of the child positively and significantly, whereas the over protective parental styles affects negatively and significantly. Even though over protective and oppressive-authoritarian was used.

The result of the findings in hypothesis two showed that there is a significant influence of parents' educational level on pupils' school readiness in Umuahia North Local Government Area. This could be attributed to the fact educational level differ based on the fact that children learn by observing those around them and by direct experiences. Their behaviours are then shaped by these interactions of academic exposure, as such leads to children's readiness or un-readiness for school.

This finding is in accordance with earlier study conducted by, Funmilola, Eunice, Olufunmilayo and Emmanuel (2018) did a research on the influence of parents' educational background and study facilities on

academic performance among secondary school students and showed a significant difference between academic performance of students from parents with high educational background and students from parents with low educational background. A significant difference was also found between the academic performance of students having study facilities at home and students with no study facilities at home.

Similarly, this finding agrees with Egunsola (2014) who examined the influence of home environment on academic performance of senior secondary students' and the result showed that parental educational qualification ( $r = 0.73$ ), occupational ( $r = 0.71$ ) and home location ( $0.73$ ) were highly correlated with students' academic performance while economic status (income and affluence) have moderate correlation ( $r = 0.60$ ) but all the independent variables have significant influence on students' performances in Agricultural Science at the secondary school.

The result of the findings in hypothesis three showed that there is a significant influence of parents' socio-economic status on pupils' school readiness in Umuahia North Local Government Area. This could be attributed to the fact parent socio-economic status determines the level of exposure among children. This finding agrees with earlier study conducted by Ugwuja (2020) who found that students from educated parents achieve more than those from uneducated parents in academics; students from high-income status parents enjoy considerable advantage in academic achievement than students of low income status parents because their parents were able to afford necessary materials and equipment needed for effective learning in the school; parental level of motivation also influenced students' academic achievement because motivation and reward served as a form of reinforcement for children's learning at school.

However, this pattern is not consistent in the area of this study because it was noticed that there are

good number of families with low income, but with high level of school readiness due to good moral values instilled in them by their parents. This goes to say that though low income or poverty could be an important determinant of school readiness, appropriate investment in the child upbringing could go a long way to bring out the best in the child.

Again, the finding of this study is in line with Kamuti (2015) investigated the influence of home environment on academic performance of students in public secondary schools and discovered that the parent's economic status influences students' academic performance in public secondary schools. This implies that pupils from high-income status parents enjoy considerable advantage of being ready for school than pupils of low income status parents because their parents will be able to afford necessary materials and equipment needed for effective learning both in school and at home.

## CONCLUSION

From the findings of the study, it was concluded that parents' factors significantly influence pupils' school readiness. Prominent among the parents' factors include parenting styles, parents' educational level, parents' socio-economic status, parental stress and parental involvement. Parents' educational level and pupils' school readiness have a close relationship between them. This is because highly educated parents stand better chance to support their children for better school readiness. On parenting styles, it was found that pupils who received encouragement and motivation from the family perform better in schools than their counterparts from non-encouraging families. The major reasons for the observed difference in school readiness are the motivation and positive attitude of the parents towards their children's school readiness.

## RECOMMENDATIONS

In view of the research results and the conclusion drawn, the following recommendations were made:

- i. Generally, parenting styles determined the school readiness of every child in the society. Parents should be encouraged to improve on their relationship with their children and choose the right parenting style that will help the children to behave positively towards school and perform well in their academic endeavour.
- ii. Both highly and less educated parents should create time for interactions with their child to promote optimal development.
- iii. In addition, the government should establish income generating projects aimed at raising individuals' personal income to the affected parents. This would in turn enable the parent(s) provide for the basic needs of their families and consequently improve the school readiness of pupils in these families.

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