Influence of Family Background on Academic Achievement of Pupils in Primary Schools in Port Harcourt City Local Government Area, Rivers State

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Abstract
The purpose of the study is to examine influence of family background on academic achievement of pupils in primary schools in Port Harcourt city local Government Area, Rivers state. The specific objectives were: to identify the influence parental socio-economic status, broken home, family size and type have on pupil's academic performance, and to find out whether educational background of parents has any influence on pupil's academic achievement. Four structure research questions were developed to guide the study. Descriptive research survey design technique was used in the study. The population of the study comprises of all Government owned (Public) and private primary schools in Port Harcourt City Local Government Area Council with total population of twelve thousand four hundred and thirteen (12,413) while the sample size for the study was comprises of 388 pupils which were determine using yaro yamen and random sampling technique was employed in selecting the sample for the study. The instrument used was researcher's constructed structure questionnaire on a four point's likert's scale type with 5-items in each cluster. The research instrument was validated by an expert in measurement and evaluation, and the researcher's supervisor. Similarly, the reliability of the instrument was tested using the test-retest method and the data obtained were analyzed using Pearson Product Moment Correlation which gives a reliability coefficient of 0.86. Mean and percentage distribution were simple descriptive statistics used in analyzing the research questions while t-test was used to test the hypotheses at the 5% level of significance. The results from the analysis show that family background has significant influence on pupil's academic achievement. Hence, based on results obtained from the study, recommendation were made to the parents, government and other stake holders in the education industry on how best they can work together to motivate and ensure the pupils achieved academic excellence.

Key Words: Influence, family, Background, Academic, Achievement, school

Introduction
The role families' plays to the pupils at any given point in time in a child's life cannot be over highlighted. The family is relevant and very significant to the well being of a child as well as his/her later development in life. Family is the first unit in the social order where the child's upbringings began after birth, still in cradle. According to Adewumi et al (2012) childhood could be liken to a letters impressed in the shout of a young tree, which grow, and later enlarge into an integral part of the whole. Sequel to the above, rightful beginning makes the most essential part of every child's upbringing/education. The contribution of the parent to the training of the pupil determines how far he/she will go in life.

It is well noted that when the school work together with the family through learning support system, pupils tends to succeed better not just in schools but in life.

The family is an institution as well as an agent of socialization saddle with the responsibility of determining the pupil's attitude towards intellectual, religious, character and moral upbringing. According to Aliyu (2016) the family lays the fundamentals of moral and religious upbringing of the child, and in a way dictate how he/she relate with others regarding the idea of right and wrong , good and bad. The family unit plays the role of helping the pupils in determining his/her future career pursuit through socializing them into their choice of vocation or a trade for self reliance, by exposing the child to either pursue the career of the family or any favorable skill before the child grow to become an adult (Jekayinka and Oke,2003). The family here includes everything that surrounds within the family itself and includes the family background, their socio-economic status, broken home etc. According to Mpiluka (2014), Family backgrounds have been of immense significant in determining the academic achievement of a child in schools all over the world. Specifically because academic achievement often time are motivated by the type of people the child interacts with in their early stages in life from their homes. Muola (2010) observed that family background could be likening to all the conditions and circumstances within the family which influences the child physically, intellectually and emotionally as he/she grow up. The Child that grew up from different family backgrounds are affected differently by such family condition, which are the reasons behind why some children have good family background while others have a very poor background. The differences in our family background are some of the consequences in the variation in pupil's academic achievement in school.

Sequel to the above, primary school education remains best and first step to human development. Also, education is one of the basic requirements for good in a society where social vices are on the increase. Relating education and family together, it is noted that educated parents provide a better and good academic atmosphere for their children. In all parts of the world primary schools is the foundation upon which other levels and forms of education are built. For very obvious reasons, this foundation cannot afford to be rickety, shaking and torpid. However, the issues of pupils' academic achievement in schools have been of great concern ever since the introduction of modern education system in Nigeria. Many countries in the world have realized that primary school is an integral part of educational process without good academic achievement at this level other facet of the society will be affected. Nyipir (2010) observed that the parents are parts of the current challenge facing the primary school system in the world. This is because the parents have often time fail to do their bid at home and by so doing makes many children even at early stage in life resort to self-help as a result of the fact their parents refuse to give them the needed attention they deserved. As a child grew up from infant to toddler and then to a preschooler, he/she learns how to speak, listen, write and read which are later develop in order to make the child to achieve academic performance (Chris and Theisen, 2009). Gadsden (2003) observed that greater parental (family background) involvement at early stage of pupil's learning process positively affects the pupil's performance in school. Although, family background includes other variables such as parental socio-economic status, broken homes, family size and types, parental educational background etc all these are some of the determinant of family background. Meanwhile, Ojo and Yilma (2010) noted that socio-economic status of a family is capable of affecting pupil's behavior and to some extend determines their aspiration in life. Ojo et al (2010) further opined that families having worthy socio-economic status often have more resources in sending their children to school. Most time they usually have access to wide range of ways of providing their children with the needed care, books and also know how to engage them in various learning activities in the

house after school. They also have access to good quality information about their children's wellbeing, as well as their social, emotional and mental development both in school and at home. Although, Ojo et al (2010) further revealed that parental socio-economic status such as family income level are among some of the major challenges face in the family when it comes to providing best possible care and education for their children. Parental level of education is another key factor that influences pupil academic achievement. The role parental level of education plays cannot be over emphasized. According to Gary, (2001), pupil's that grew up under parent who are professional and are engage in managerial occupational backgrounds exhibit higher academic performance than those from dissimilar background.

Similarly, family size and type are also linked to high academic achievement. Family size and type to some extent determines the level of attention and time which a pupil gets from their parents. Financial challenges associated with family with larger size and type could be better explained in Okunyi (2004) findings. In Okunyi (2004), it was revealed that as families' increases, parents sometime cannot afford to give their children the same level of attention compare to when the family size is manageable. In a situation that the family size is large parent find it difficult to provide the necessary things needed by the pupil to succeed in School. For example provision of learning aids, comfortable rooms to stay and do their assignment and home work, away from distraction from TV, outings to places of interest, holiday trip, opportunity to visits tourist centers etc.

On the other side, Omoruyi (2014) observed that growing up with a single parent family or broken home are always very nerve-racking tasks for both the child and parent. Such families are bound to be confronted with challenges of inadequate financial resources, lack of care, no love etc. Schults (2006) once opined that if adult from broken homes are to be compared to those from a united family, you will discover that those from a more united family are more socialized, academically and emotional stable than the other. Johnson (2005) lamented that pupils from separated homes (broken home) families often fail in school and sometime, they are exposed to emotionally risk compare to the others. In a sharp contrast Omoruyi (2014) disagree with Johnson (2005) view by saying that this may not be completely applicable in all cases of broken homes. He further opined that some pupils irrespective of home background or structure may work hard to become successful in life. Furthermore, Ayodele (2007) observed that the place where a child grew up himself/herself determining his/her learning ability and ultimately his academic achievement in school.

Sequel to the afford mentioned facts, this study is interested in investigating influence of family background on pupil's academic achievement in primary schools in Port Harcourt City Local Government Area ,Rivers state.

Purpose of the Study
The purpose of the study is to examine influence of family background on pupil's academic achievement in primary schools in Port Harcourt city LGA of Rivers state. Specifically, the study will attempt to find out the following objectives;
  (1.) Identify the influence of parental socio-economic status on pupils' academic achievement in Primary schools in Port Harcourt City LGA of Rivers State.
  (2.) To ascertain whether broken homes has any influence on pupil's academic achievement in Primary schools in Port Harcourt City LGA of Rivers State.
  (3.) To determine the influence of family size and type on pupil's academic achievement in primary schools in Port Harcourt City LGA of Rivers State.

(4.) To find out whether educational background of parents has any influence on pupil's academic   achievement in primary schools in Port Harcourt City LGA of Rivers State

Research Questions
The below research questions guides this study; they include:
(1.) What extent are influences of Parental socio-economic status on pupil's academic achievement in Primary schools in Port Harcourt City Local Government Area?
(2.) What extent are the influences of "broken homes" has on pupil's academic achievement in Primary schools in Port Harcourt City Local Government Area?
(3.) What extent are the influences of "family size and type" has on pupil's academic achievement in Primary schools in Port Harcourt City Local Government Area?
(4.) What extent are the influences of educational background of parents has on pupil's academic   achievement in Primary schools in Port Harcourt City Local Government Area?

Research Hypothesis
The below hypotheses guides study; they include:

Hypothesis One (H0$_1$): There is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence of parental socio-economic status on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area..

Hypothesis two (H0$_2$): There is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence "broken homes" has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area.

Hypothesis Three (H0$_3$): There is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence " family size and type" has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area.

Hypothesis four (H0$_4$): There is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence educational background of parents has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area.
Brief Review of related literature
This shall be presented   under the following subheadings:

Theoretical Framework
According to Nworgu (2006), theory is a preposition which can account or explain certain phenomena or event in concept. It is very useful in research as it serve as open eye to numerous possibilities and ways of modeling contemporary challenges in the world. They as well explain and predict certain behavioural conditions under consideration in research. Best decisions are certainly arrive at based on our knowledge of learning theories. Therefore, the following theories are adopted for the study: parental attachment theory and good parenting theory.

Parental Attachment Theory

Parental attachment theory was proposed by Bowlby (1980). The theory states that the child forms a strong emotional bond with other person (caregiver) during childhood with lifelong consequences. According to Bowlby (1980), sensitive and emotionally way of parenting helps the child to form a secure attachment style which foster a child's socio-emotional development and well being. Less sensitive and emotionally way of parenting makes parents neglect the child's needs which most time result to insecure forms of attachment style, which is a risk factor for mental development of any child.

This theory is relevant to the study in view of the fact that the proponent of this theory provides clues to the emotional development of children. He also made reasonable suggestions for parents and guardians on how to enhance mental development of the child. Parents and guardians can now see the need to form secure attachment bond with their children. Such bonds will enable the children to end up with secure attachment and secure state of mind later in life. Parents will learn how to understand the biological and psychological needs of their children, and to avoid unrealistic expectations as a result of the child's behavior.

Good Parenting theory

Another useful theory to this study is the "Good parenting theory". According to Muthoni (2013), the "Good parenting theory" was propounded by Adams and Singh in 1980 and this "Good parenting theory" sees parental income level as major determinant to pupil's feelings. According to Muthoni (2013), low income hurts children not because poor families have less money to invest in them, but because when their parents have low income it lessens their parents' ability to be "good parents".

However, the theory has two versions; the parental stress and the role model version. The "parental stress version" control psychology of the child and this suggested poverty as a stressful venture and the stress of poverty weaken parents' capacity to be helpful, dependable as well been involved in their kids trainings. Muthoni (2013) further reveal that poor parenting also hurts the child's social and emotional development and this place restrictions on their trainings and opportunities while the version of the theory laid emphasis on parents' ability to interact with their kids which does not necessarily mean that they are broke.

The parental stress model emphasized that increase parental income leads to decrease in stress which in turn improve parenting skills. Sequel to above, conclusively the stress role model version of the "good parenting theory" are significant to this study especially the stressed version which deals with psychology of the parents and their inability to concentrate and think positively towards their children social and emotional development. The inability of the parents to concentrate on how best to their children socially and emotionally may cause decline in the training which have corresponding effect on their children academic achievement. Conversely, Muthoni (2013) opined that the stress role model version also recognizes poor family background especially parents having low income earning develop to have negative values and norms towards academic accomplishment of their children. This theory viewed cultural endowment like the value parents placed on their children; some few privileged parents do not look at their children education as an important investment. Some prefer to invest in their business venture that will give quick turnover to investing in their children future. Whereas others spend their last penny just to ensure that their children acquire the best of education, their choice or preference has a direct influence on their child's academic performance.

Empirical Review of Related Literature

Aliyu (2016), investigated the influence of family socio-economic status on student's academic achievement in Senior Secondary School in Nassarawa state Zonal Education Area of Kano State in Nigeria. The total population of 6935 students where used for the study, while a sample size of 382 students were drawn from 10 schools using stratified random sampling technique. Questionnaire was used as a research instrument for data collection. Pearson Product Moment Correlation Coefficient was used in testing the hypothesis. The findings of the study confirm that there is a significant relationship between the family socio economic status and academic achievement. Based on these findings, it was recommended that government should make provision for schools buildings and other infrastructure that will accommodate all the students irrespective of their family background. They should also provide a favorable school environment especially more experimental curriculum that will balance the detrimental effect of low socio economic status of some parents.

Omoruyi (2014) investigated influence of "broken homes" on adolescent's academic performance and personality development in Lagos State metropolis with particular focus on the Kosofe Local Government Area. The sample for the study consisted of two hundred (200) adolescents randomly selected from four public senior secondary schools in Kosofe Local Government Area in Lagos State. The instrument used for data collection was a self – constructed questionnaire. The data collected were analyzed using both Pearson Product Moment Correlation and independent t-test statistic. Three null hypotheses were tested in the study and the results were held significant at the 0.05 alpha level. The results revealed that there is significant difference between single- parenting and adolescent's academic performance. Similarly, it was also confirm that there is significant difference between parental socio- economic status and academic performance. Also, it was revealed that there is significant relationship between adolescents from broken homes and their academic performance.

In another development, Ogbugo-Ololube (2016) investigated the impact of parental background on the academic achievement of secondary school students in Obio/Akpor LGA of Rivers State. The population consisted of 4,752 respondents whereas the sample size for the study was 1,426 randomly selected from senior secondary school (SSS) 2 and 3 students. The instrument for the study was titled: Students Parental Background Variable Inventory "(SPBVI)". Four research questions and hypotheses were constructed in the study. To determine the extent of significant relationship that existed between the independent and dependent variables, constructed hypotheses were tested at 0.05 alpha level of significance. Pearson Product Moment Correlation (r) was use in analyzing to the reliability of the instrument. The result shows that there is a positive relationship between parent socio-economic status, educational status, and parents' level of income, family size and students' academic achievement. Based on these finding, it was recommended that parents' should improve on their level of socio-economic status and endeavor to control their family size among others in order to enhance their child's academic success. Students should not allow their parents' position and perspective to negatively influence their academic pursuit.

Ugwuja (2010) examine influence of family background on the academic Achievement of students in senior secondary school in Nsukka educational zone of Enugu State. Population for this study comprises of all senior Secondary students in the 53 secondary schools in the 3 local government areas in Nsukka Education Zone. The 53 secondary schools in the zone have a total population of 7945 student and Out of the 53 schools, 12 schools were selected as sampled using proportionate random sampling techniques.12 schools with a total sample size

of 816 SSII students considered in the study. The self constructed instrument was titled: family background influence" (FBI)". The reliability of the instrument was analyzed using Crunbach alpha method and the reliability coefficient was 0.69. The data collected were analyzed using descriptive statistic (mean and standard deviation) whereas the hypothesis was tested using t-test statistics at the 5% level of significance. A simple pilot tested was conducted in Obollo Afor Education Zone using a sample size of 30 students. It was revealed that Students from parents who are educated perform better than those from uneducated parents; students from high-income earning parents enjoy considerable upgrading in their academic achievement than those from low income earning parents. This is because their parents were not able to have enough money to buy necessary materials and equipment needed for effective learning. Parental motivational attitude also influenced students' academic achievement. Motivation could be in the form of rewards for performing or as a way to strengthening children's learning ability. Based on these finding, parents were advice to expand their sources of income in other to be able to provide the needed fund for their children's education. Also, parents should equally take into consideration the importance of rewards and other measures to that will stimulate their children's academic achievement.

Okunniyi (2004) carried out a research on how the family background influences student's introductory technology achievement among junior secondary school students in Abeokuta south local government of Ogun state. The study design was a survey which involved the use of questionnaire in gathering data. The researcher uses 500 students as sample for the study. The data collected were analyzed using frequency table, percentage, mean, standard deviation and t-test statistics. The researcher found, among other things that social class of parents determines the student's academic achievement. Although this study was directed towards finding out how family background influences the student's academic performance, it is more concerned with how the family background affects the student's performance in introductory technology. However, it is related to the present study as both are interested in finding out the influence of family background factors on student academic outcome.

Methodology
This chapter contains the following sub-headings:

Research Design
The research design adopted for this study was descriptive research survey design. Anyakoha (2009) define descriptive research survey design as a form of design that uses questionnaires, interviews, observations in order to determine the opinions, attitudes, preferences and perceptions of the people. The reason for using descriptive survey method was borne out of the fact that this method will help the researcher in gathering information from respondent on influence of family background on academic achievement of pupils in primary schools in Port Harcourt city LGA of Rivers state.

Population of the Study
The population for this study comprises of all the (15) fifteen Government owned and (22) twenty two private primary schools in Port Harcourt City Local Government Area with a total target population of twelve thousand four hundred and thirteen (12,413) (source: Rivers state Universal Basic Education Board Record, 2018).

Sample Size and Sampling Technique
Odo (1992) define sample size as method of selecting a proportion from a population considered adequate to represent all existing characteristics of the target population. The

sample size for this study comprises of both pupils in Private and public Government own primary schools in Port Harcourt City LGA in Rivers State. In determining the sample size for this study, the researcher used the Yaro Yarmen method in deriving ways in arriving at the sample figure (number). Yamane (1968) formula for sample size determination is defined as:

$$n = \frac{N}{1 + N(\ell^2)^2}$$

Where; n= Sample size. N = Population, 1= Constant value and e =Margin of error given as (0.05). Hence, given that the population (N) = (12,413), e = 0.05

$$n = \frac{12,413}{1 + 12413(0.05)^2} = \frac{12413}{32.0325}, n = 387.513, n \sim 388 \text{ (Approximate}$$

value).

The sampling technique used for this study was simple random sampling. According to Wodi (2005), Simple random Sampling can be define as a sampling technique in which every sample in the population are given equal chance of being selected without bias.

Research Instrument

The Research instrument used for data collection in this study was researcher constructed questionnaire titled: influence of family background on pupil's academic achievement in primary schools in Port Harcourt city LGA in Rivers state "(IFOFBOAAPLGARS)". The instrument was divided into two sections. Section A: sought information about respondent's demographic data such as Name, sex status, department and faculty. Whereas B: deals with influence of family background on academic achievement on pupils in primary schools in Port Harcourt city local Government Area of Rivers state. The instrument used was based on the modified four points Likert type Scale of very High Extend (VHE), High Extent (HE), very low Extent (VLE) and low extent (LE) with numerical values of 4, 3, 2 and 1.

Validation of the Instrument

Validity of the research instrument was based on how an instrument fulfils the purpose it was main to perform (Wodi, 2005). After developing the research instrument, the face and content validities were established by subjecting it to a critical evaluation by measurement and evaluation.

Reliability of the Instrument

The reliability of the instrument was done using test-retest method to determine the reliability of the instrument. To do this, 30 copies of the questionnaire were distributed among the students that were not selected in the sample and after two weeks of interval, another 10 copies of the same questionnaire were distributed to the same students. The results obtained were calculated using Pearson's Product Moment Coefficient efficient at the 0.05 level of significance and the result gives a reliability coefficient of 0.86.

Administration of the Instrument

The instrument were administered to the respondents by the researcher in person, with the support of two well informed research colleagues to ensure a one hundred (100) percent return of the completed questionnaire. The researcher administered the copies of the questionnaire and collected them after an interval. This was done during school examination period when all the pupils were converged at the Port Harcourt Centre.

Method of Data Analysis
Mean and percentage were used to analyze the six research questions posed for the study. The mean will be optioned by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses. Mathematically, it was done as thus;

$$\frac{4+3+2+1}{4} = 2.50$$

Mean score of 2.50 and above which was considered as standard for acceptance, while any item with a mean score below 2.50 was rejected. T-test statistics was used with the aid of statistical package for social science (SPSS) version 22 to test the null hypotheses formulated for the study at the 0.05 alpha level of significance

Results and Discussion
Research Question One (1): what extent are influences of Parental socio-economic status on pupil's academic achievement in Primary schools Port Harcourt City LGA?

Table 4.1: Mean Rating and Percentage Distribution on the Extent of Influence Parental Socio-Economic Status has on Pupil's Academic Achievement in Primary Schools Port Harcourt City LGA

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	parent working in good firms, establishment always wish their children to take up the same type of their own occupation or career after school	119 (30.9%)	30 (7.7%)	177 (45.6%)	62 (16.0%)	2.53	Accepted
2.	Poor parents that earned meager resources always encounter difficulties in buying learning material for their kids	116 (29.9%)	124 (32.0%)	75 (19.3%)	73 (18.8%)	2.73	Accepted
3.	Poor parent discourages their children from going to school	177 (45.6%)	100 (25.8%)	80 (20.6%)	31 (8.0)	3.09	Accepted
4.	Only parents who are wealthy do encourage their children see themselves beyond primary school level.	100 (25.8%)	135 (34.8%)	87 (22.4%)	66 (17.0%)	2.69	Accepted
5.	Wealthy parents do pay for extra-moral class for their children	114 (29.4%)	72 (18.6%)	103 (26.3%)	99 (25.5%)	2.51	Accepted
	Grand Mean					2.71	

Source: Researcher's Calculation, 2017 with the Aid of SPSS Version 22.

Table 4.1 reveal that 38.4% of response from respondent accepted to a very low extent on a mean rating (2.53) that parent working in good firms, establishment always wish their children to take up the same type of their own occupation or career after school. Also, 61.9% of response from respondent to high extent accepted on mean rating 2.73 that Poor parents that earned meager resources always encounter difficulties in buying learning material for their kids. Similarly.71.4% of the response from respondent to very high extent accepted on mean rating (3.09) that Poor parent discourages their children from going to school. Mean while, 60.6% of the response from respondents to high extent accepted on mean rating (2.69) that Only parents who are wealthy do encourage their children see themselves beyond primary school level and 48.0% of responses from the respondents to high extent accepted on mean rating of (2.51) that wealthy parents do pay for extra-moral class for their children. However, the grant mean was 2.71 and this shows that to an high extent has parental socio-

economic status has influences on pupil's academic achievement in both public and private primary schools Port Harcourt City LGA

Research Question two: What extent are influences of "broken homes" has on pupil's academic achievement in Primary schools Port Harcourt City LGA?

Table 4.2   Mean Rating and percentage Distribution on The extent of influence " broken homes" has on pupil's academic achievement in Primary schools Port Harcourt City LGA

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	when children from homes were mother & father do fight do usually lose control	137 (35.3%)	30 (7.7%)	171 (44.1%)	50 (12.9%)	2.65	Accepted
2.	Pupil's from where mothers & fathers do quarrel usually have attitudinal problems	101 (26.0%)	116 (29.9%)	86 (22.2%)	85 (21.9%)	2.60	Accepted
3.	Pupils in our school from broken marriages also look depressed	91 (23.5%)	135 (34.8%)	87 (22.4%)	75 (19.3%)	2.93	Accepted
4.	One of the challenge pupils from broken homes face different from those in united homes is lack of concentration	155 (39.9%)	100 (25.8%)	83 (21.4%)	50 (12.9%)	2.63	Accepted
5.	Separation between parents has an effect on the position a pupil got in examination	124 (32.0%)	72 (18.6%)	103 (26.5%)	89 (22.9%)	2.60	Accepted
	Grand Mean					2.68	

Source: Researcher's Calculation, 2017 with the Aid of SPSS Version 22.

Table 4.2 reveal that 43% of the responses from respondent that they accepted to a very low extent accepted on a mean rating of (2.65) that children from homes were mother & father do fight do usually lose control. Also, 55.9% of the respondent response shows that they accepted to a high extent accepted on a mean rating of (2.60) Pupil's from where mothers & fathers do quarrel usually have attitudinal problems. Similarly, 58.3% of the respondent response shows that they accepted to a high extent accepted on a mean rating of (2.93) that Pupils in our school from broken homes also look depressed. Furthermore, 65.7% of the respondent response revealed that they accepted to a high extent that one of the challenge pupils from broken homes face different from those in united homes is lack of concentration which was rated on a mean rating scale (2.63). Also, in like manner 50.6% of the respondent response shows that they accepted to a high extent accepted on a mean rating of (2.60) that Separation between parents has an effect on the position a pupil got in examination. The grand mean of respondent responses give an acceptable criterion mean of 2.68 and it can be concluded that to a high extent "broken homes" has influences on pupil's academic achievement in Primary schools Port Harcourt City LGA.

Research Question Three: What extent are influences of "family size and type" has on pupil's academic achievement in Primary schools Port Harcourt City LGA?

Table 4.3 Mean Rating and percentage Distribution on The extent of influence "family size and type" has on pupil's academic achievement in Primary schools Port Harcourt City LGA

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	Pupils from families with small size have more attention of their parents than those from big size families.	101 (26.0%)	116 (29.9%)	86 (22.2%)	85 (21.9%)	2.60	Accepted
2.	Pupils whose families are small in size do achieve better academic height than those from large size families.	124 (32.0%)	72 (18.6%)	103 (26.5%)	89 (22.9%)	2.60	Accepted
3.	Families with undersized usually find it difficult to buy textbooks and learning materials for their kids.	111 (28.6%)	115 (29.5%)	87 (22.4%)	75 (19.3%)	2.68	Accepted
4.	Pupils from polygamous do have divided attention	139 (35.8%)	100 (25.8%)	83 (21.4%)	66 (17.0%)	2.80	Accepted
5.	Pupils from monolygamous do have divided attention	97 (25.0%)	24 (6.2%)	165 (42.5%)	102 (26.3%)	2.30	Rejected
	Grand Mean					2.60	

Source: Researcher's Calculation, 2017 with the Aid of SPSS Version 22.

Table 4.3 reveal that 31.2% of the respondent response shows that they accepted to a low extent rejected on a mean rating of (2.30) that Pupils from families with small size have more attention of their parents than those from big size families. Mean while, 50.3% of the respondent response shows that they accepted to a low extent rejected on a mean rating (2.49) that Pupils whose families are small in size do achieve better academic height than those from large size families. Also, 58.2% of the respondent response shows that they accepted to a low extent rejected on a mean rating (2.68) that families with undersized usually find it difficult to buy textbooks and learning materials for their kids. Furthermore, 61.6% of the respondent response shows that they accepted to a high extent rejected on a mean rating of (2.80) that Pupils from polygamous do have divided attention and 55.5% of the respondent response shows that they accepted to a low extent rejected on a mean rating of (2.74) that Pupils from monolygamous do have divided attention. The grand mean of respondent responses give an acceptable criterion mean of 2.60 and it can be concluded that to an high extent "family size and type" has influences on pupil's academic achievement in Primary schools Port Harcourt City LGA

Research Question Four: what extent are influences of educational background of parents has on pupil's academic achievement in Primary schools Port Harcourt City LGA?

Table 4.4   Mean Rating and percentage Distribution on The extent of influence educational background of parents has on pupil's academic achievement in Primary schools Port Harcourt City LGA

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	Parents with good education usually create conducive environment for their child to study	95 (24.5%)	100 (25.8%)	92 (23.7%)	101 (26.0%)	2.49	Rejected
2.	Parents that are educated usually which their children to be like them.	143 (36.9%)	72 (18.6%)	103 (26.5%)	70 (18.0%)	2.74	Accepted
3.	Parents who went to school do help their children in doing their school homework, assignments etc after school.	139 (35.8%)	100 (25.8%)	83 (21.4%)	66 (17.0%)	2.80	Accepted
4.	Parents with good education usually encourage their children to embrace good academic pursuit.	103 (26.3%)	115 (29.5%)	87 (22.4%)	83 (21.4%)	2.61	Accepted
5.	Parents who are educated make sure their children are taught how to read and understand.	143 (36.9%)	72 (18.6%)	103 (26.5%)	70 (18.0%)	2.74	Accepted
	Grand Mean					2.68	

Source: Researcher's Calculation, 2017 with the Aid of SPSS Version 22.

Table 4.4 shows that 50.3% of the respondent response shows that they to a low extent rejected on a mean rating of (2.49) that Parents with good education usually create conducive environment for their child to study. While, 55.5% of the respondent response shows that they to a high extent accepted on a mean rating of (2.74) that Parents that are educated usually which their children to be like them. Similarly, 61.6% of the respondent response shows that they to a high extent accepted on a mean rating of (2.80) that Parents who went to school do help their children in doing their school homework, assignments etc after school. Also, 56.0% of the respondent response shows that they to a high extent accepted on a mean rating of (2.61) those Parents with good education usually encourage their children to embrace good academic pursue. In like manner, 55.5% of the respondent response shows that they to a high extent accepted on a mean rating of (2.74) those Parents who are educated make sure their children are taught how to read and understand. The grand mean of respondent responses give an acceptable criterion mean of 2.68 and this shows that to an high extent educational background of parents has influences on pupil's academic achievement in Primary schools Port Harcourt City LGA

Test of Hypothesis
Hypothesis One ($H0_1$): There is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence of parental socio-economic status on pupil's academic achievement in Primary schools in Port Harcourt city LGA.

Table 4.5: Summary of T-test Analysis for Hypothesis One (HO1)

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P – value	Remark
Private	194	2.24	1.20					
				386	-2.80	1.96	0.00	Accept H_o.
Public	194	2.66	1.08					

Source: Researcher's Computation Using SPSS Version 22

The table 4.5 above presents the t-test analysis of the significant difference in the mean ratings of responses from respondents in private and public (Government) own primary schools in Port Harcourt city Local Government Area. The mean and standard deviations of the responses from respondents in private primary schools was (2.24) 1.20 and that of the public primary schools was (2.66)1.08. From the table 4.8, it is indicated that the calculated t-value is -2.80 at 368 degree of freedom and 0.05 level of significant since the calculated is less than the t-calculated, the null hypothesis will accepted stating that there is no significant difference between in the mean ratings of pupil's in private and public primary schools based on the influence parental socio-economic status on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area.

Hypothesis two (H0$_2$) There is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence "broken homes" has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area.

Table 4.6: Summary of T-test Analysis for Hypothesis two (HO$_2$)

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P - value	Remark
Private	194	2.55	1.16					
				386	-3.24	1.96	0.00	Accept H_o.
Public	194	2.60	1.04					

Source: Researcher's Computation Using SPSS Version 22

Table 4.6 contains the data showing the mean rating difference between respondents responses from private and public(Government) own schools on the influence "broken homes" has on pupils academic achievement in Primary schools in Port Harcourt city Local Government Area.. The result shows that the private primary school response has a mean rating of 2.55 whereas the public (Government) have 2.60. The results were further subjected to t-test statistical distributions and it was revealing that the t-calculated value gives -3.24 while the standard t-critical value is 1.96. On the basis of comparison, the t-critical value is less (<) than the t-critical and with this one can conclude that the null hypothesis stating that there is no significant difference between in the mean ratings of respondents in private and public primary schools based on the influence "broken homes" has on pupils academic achievement in Primary schools in Port Harcourt city Local Government Area should be accepted.

Hypothesis Three (H0$_3$): There is no significant difference in the mean ratings of the

responses from the respondents in private and public primary schools on the influence "family size and type" has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area.

Table 4.7: Summary of T-test Analysis for Hypothesis three (HO₃)

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P – value	Remark
Private	194	2.69	1.08					
				386	4.86	1.96	0.00	Reject Hₒ.
Public	194	2.57	0.97					

Source: Researcher's Computation Using SPSS Version 22

Table 4.7 contains the data showing the mean rating difference between respondents responses from private and public (Government) own schools on the influence "broken homes" has on pupils academic achievement in Primary schools in Port Harcourt city Local Government Area.. The result shows that the private primary school response has a mean rating of 2.69 whereas the public (Government) have 2.50. The results were further subjected to t-test statistical distributions and it was revealing that the t-calculated value gives 4.86 while the standard t-critical value is 1.96. On the basis of comparison, the t-critical value is greater (>) than the t-critical and with this one can conclude that the null hypothesis stating that there is significant difference between in the mean ratings of the response from the respondents in private and public primary schools based on the influence "family size and type" has on pupils academic achievement in Primary schools in Port Harcourt city Local Government Area, Rivers state should be rejected. Hence, there is significant difference between in the mean ratings of the response from the respondents in private and public primary schools based on the influence "family size and type" has on pupils academic achievement in Primary schools in Port Harcourt city Local Government Area

Hypothesis four (H0₄) There is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence educational background of parents has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area.

Table 4.8: Summary of T-test Analysis for Hypothesis four (HO₄)

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P – value	Remark
Private	194	2.53	1.02					
				386	-3.82	1.96	0.00	Accept Hₒ.
Public	194	2.69	1.09					

Source: Researcher's Computation Using SPSS Version 22

Table 4.8 contains the data showing the mean rating difference between respondents responses from private and public(Government) own schools on the influence "broken homes" has on pupils academic achievement in Primary schools in Port Harcourt city Local Government Area.. The result shows that the private primary school response has a mean rating of 2.53 whereas the public (Government) have 2.69. The results were further subjected

to t-test statistical distributions and it was revealing that the t-calculated value gives -3.82 while the standard t-critical value is 1.96. On the basis of comparison, the t-critical value is less (<) than the t-critical and with this one can conclude that the null hypothesis stating that there is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence educational background of parents has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area should be accepted.

4.2   Discussion of findings

From the results in table 4.1 it was confirmed that to a very high extent Parental socio-economic status has significant influence on pupil's academic achievement in Primary schools in Port Harcourt City Local Government Area and this confirmed Aliyu (2016), investigation on the influence of family socio-economic status on academic achievement of Senior Secondary School students in Nassarawa Zonal Education Area of Kano State, Nigeria.

Also, table 4.2 shows mean rating and percentage distribution of the extent of influence "broken homes" has on pupil's academic achievement in Primary schools in Port Harcourt City Local Government Area and from all indication "broken homes" has significant influence on pupil's academic achievement in Primary schools in Port Harcourt City Local Government Area. These results also confirmed Omoruyi (2014), investigation on the influence of broken homes on academic performance and personality development of the adolescents in Lagos State metropolis with particular focus on the Kosofe Local Government Area of Lagos State.

Similarly, table 4.3 contained the extent of influence "family size and type" has on pupil's academic achievement in Primary schools in Port Harcourt City Local Government Area and this results show that three items were accepted while the other were rejected. The implication of this mean that to a low extent family size and type influence pupil's academic achievement in primary school in Port Harcourt City Local Government Area   and this confirmed Ugwuja (2010) findings.

Table 4.4 reveal the mean rating and percentage Distribution on The extent of influence educational background of parents has on pupil's academic achievement in Primary schools Port Harcourt City Local Government Area and from all indication the items were accepted except item one. The implication of this is that to a very high extent the influence educational background has a very significant influence on pupil's academic achievement in Primary school and this also confirmed Ogbugo-Ololube (2016) on parental background on the academic achievement of secondary school students in Obio/Akpor Local Government Area of Rivers State.

Furthermore, table 4.6 contain summary t-test statistics on the test of the significant difference in the mean ratings and standard deviation of the respondent responses on the influence of parental socio-economic status on pupil's academic achievement in Primary schools in Port Harcourt city LGA. However, the results confirmed that there is no significant difference in the mean ratings of the respondents in private and public primary schools on the influence parental socio-economic status on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area and this confirmed Aliyu (2016) findings on influence of family socio-economic status on student's academic achievement in Senior Secondary School in Nassarawa state Zonal Education Area of Kano State in Nigeria.

In like manner, in table 4.6 it was also reveal that there is no significant difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence "broken homes" on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area and this result is synonymous to Omoruyi (2014) investigation on the influence of "broken homes" on adolescent's academic performance and personality development in Lagos State metropolis with particular focus on the Kosofe Local Government Area.

Meanwhile, the tested for the difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence "family size and type" has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area and the result shows there no significant difference in significant difference in the mean ratings of the responses from the respondents in private and public primary schools. This was a confirmation to Ogbugo-Ololube (2016) investigation on the impact of parental background on the academic achievement of secondary school students in Obio/Akpor LGA of Rivers State and Ugwuja (2010) findings on influence of family background on the academic Achievement of students in senior secondary school in Nsukka educational zone of Enugu State. The test for difference in the mean ratings of the responses from the respondents in private and public primary schools on the influence educational background of parents has on pupil's academic achievement in Primary schools in Port Harcourt city Local Government Area was also examine and it was reveal from the results of the findings that there exist significant difference in their responses. This confirmed ugwuja (2010) findings on the influence of family background on the academic achievement of students in senior schools in Nsukka educational zone of Enugu State. Although, geographical location and the class of the students are the only variation between this study and ugwuja (2010) investigation.

Conclusion

Based on the findings of this study, it was concluded that family background have influence on pupil's academic achievement in primary schools in Port Harcourt City LGA of Rivers state. The implications of this was that pupils from low socio-economic background, broken homes, large family size and type and poor educational background are usually subjected to compromise educational upbringings. Consequence to this effect, the study indicted parents as contributing agent to pupils' poor academic achievement as it was even confirmed in Okafor (2010) findings.

Recommendations

Sequel to the findings and discussions from the study; the research recommended the follows:

(1)   Parental socio-economic status has immense influence on pupils' academic attainment in primary school. Therefore, parents need to boast their socio-economic status in order to meet up with their children needs in school. Also, Government at both states and federal level should create more jobs and empowerment programme to boast the socio-economic status of parents.

(2)   Parents should be made to appreciate the importance of unity as broken homes distract pupils from concentrating on their academic pursuit. Parents should be actively involved in encouraging pupils to learn and also in supervising pupil's academic work at home. Pupils' should give serious attention to studies at home; in addition to other various works done at home, as the quality of effort they invested in their studies determine the height of their academic attainment.

(3)   Parents should make effort to control the size and type of their families to a

manageable level. This will allow them make good use of the available wealth to care for the educational needs of their children, and this could lead to the high level of academic achievement of their pupils.

Contribution to Knowledge
This study has bridge the gap as well as expanding the frontiers of information, knowledge and existing literature in this area in the following ways:

➢ In identifying influence parental socio-economic status has on pupil's academic achievement in Primary schools
➢ In confirming the fact that broken homes have influence on pupil's academic achievement in Primary schools etc.

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