

Home-Based Socio-Metric Variables as Correlates of Language Literacy Achievement of Pupils in Public Primary Schools in Owerri Senatorial District, Imo State

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Abstract

The study investigated home-based socio-metric variables as correlates of language literacy achievement of pupils in public primary schools in Owerri Senatorial District, Imo State. A correlational research design was adopted for the study. The population of the study comprised all the 60,911 primary one pupils in 503 public primary schools in Owerri Senatorial District, Imo State with nine Local Government Areas that make up Owerri Senatorial District of Imo State. A sample size of 1,200 public primary one pupils was used for the study, selected through a multi-stage sampling technique. Home-Based Socio-Metric Variables Questionnaire (HSVQ) and Language Literacy Achievement Test (LLAT) were the instruments for the study. The internal consistency of the reliability was established using Cronbach Alpha statistical analysis for the Home-Based Socio-Metric Variables Questionnaire (HSVQ) which yielded reliability indices of 0.79, 0.75, and 0.73 respectively. The Kuder Richardson Formula-20 (K-20) was used to determine the internal consistency of the Language Literacy Achievement Test (LLAT), which yielded a reliability coefficient index of 0.89. Linear regression analysis, mean and standard deviation were used for research questions, while the null hypotheses tested using linear regression, ANOVA, at 0.05 level of probability. The result revealed that home learning guidance, parent-child catalyzer and availability of learning materials significantly relate to the language literacy achievement of pupils.

Keywords: Socio-metric variables, Home learning guidance, Parent-child catalyzer, Language and literacy.

Introduction

The home is a place where one lives permanently especially as a member of a family or household. A home is a personal thing. It could be described as a safe heaven and a comfort zone; a place to build memories as well as a way to build future wealth. A place one could truly be just home. Home is the first institution of a child's home. A psychotherapist by name Moreno and Jenings describes home as a qualitative method for measuring social relationships. It offers quality sense of assurance and belongingness. The child's home environment plays significant role in his or her development. It enhances physical and emotional development. An enriching and simulating home, fosters healthy growth and cognitive development because of the provision of love, emotional support and learning opportunities.

A home is an asset that influences involvement overtime. It enhances strong leadership instincts, greater independence and self-confidence. Home extends beyond a physical dwelling. It offers a feeling of comfort, a sense of control over space, connections with family members and a venue in which rituals and routines creates feelings of belongingness. It is an undisputable fact that language plays a vital role in various aspects of our daily lives. It is a vital tool for thinking and learning. Benson (2019) describes literacy in the traditional context as the ability to read, write, view verbally expressed words, comprehend, discuss, creates, listen and responds in way that enables effective communication and comprehension. It is an ability to apply these enumerated skills, to connect, discover, interpret and understand both written and verbal information effectively.

According to UNESCO (2018) literacy is pluralistic in the sense that, it includes broader scope, ability to identify, understand, interpret, communicate and compute using printed and written materials associated with varying context. This involves a continuum of learning at different proficient levels. Hence, it is needful to cultivate and inculcate literacy skills to early learners through language instruction for future academic performance. Language literacy encompasses the following distinct concepts; reading, writing, listening and speaking. The ability to be attentive to conventions of language using increasingly precise vocabulary and understanding the content and usability of how language functions. It is evident that language literacy plays vital role in various aspects of human functionality. The home-based socio-metric variables are considered very significant in the child's academic achievement particularly in the various domains namely; cognitive domain, affective domain, psychological domain. Home socio-metric variables are those factors within the home social structure, relationship share and psychological wellbeing that could influence literacy achievement of pupils in lower primary schools (Borkowski, Ramey, & Power, 2012). Home socio-metric variables that could influence language literacy, achievement of pupils include the following factors, home learning guidance, parent-child catalyzer and availability of learning materials.

Home study guidance also influences pupil's language literacy achievement. Home guidance is a means of helping or offering assistance to your child. The home is the first school for the child hence; parents need to play active role in their children's education. The parent could influence pupils' language literacy positively or negatively. The parents who develop a systematic and continuous assistance to their children academic problems would go a long way to encourage them to cultivate good study habit. Motivation by parents acts as propelling force for effective learning. Children who constantly and consistently receive effective guidance from parents improve tremendously in their academic pursuit and develop optimal levels of language literacy achievement. Vicky & Raymond, (2019) found that that primary school pupils across grade levels devote a substantial amount of time each day after school for reading, spelling, homework, assignments and revision through the guidance of parents; and that while parents' involvement in these literacy activities varies. Mante, Awereh, & Kumea, (2015) also found that parental involvement in pupils learning

have significant relationship with pupils' achievement of literacy in schools. In another study Nermeen, Heather, & Vatruba (2020) found that over 90% of the parents were reported attending school parental general meeting and participating in regular scheduled parent teacher meetings. About 80% of the parents in the nationally representative sample were reported attending school event and about 60% volunteering in the classroom.

Parent-child catalyzer may also influence language literacy achievement of pupils. The parent-child relationship as a variable factor is very critical in language literacy achievement. This relationship nurtures the physical, emotional and social development of the child. It is a unique bond that, lays the foundation for the child's holistic development. It is also a determining factor of who the children become and how they relate to others and the environment. A well-balanced child grows in the home psychologically and socially well with balanced parents. Children in a secured parent-child relationship feel safe, protected, while the avoidant parent-child relationship brings sadness and mistrust. According to Erikson (1963) psychosocial theory of human development, failure to develop trust with children through close relationship will result into fear and the belief that the world is inconsistent and unpredictable. Children develop a sense of trust when care givers anther significant others, provides reliability care and affection. Alice (2015) conducted a study on the influence of parental education and literacy skill levels on children's achievement in primary school and found that positive parent-child catalyzer or relationship promote pupils' acquisition of literacy skills and achievement. Christine (2012) in a similar research found parent-child dyads or catalyzer has significant influence on literacy achievement of pupils. Umeana (2017) also found that a separated home has a negative psychological effect on the emotional stability and intellectual development of the child; and this affects the academic performance of the child.

Pupils require knowledge and skills on how to learn phonics, practice writing reading and solving numerical tasks, identify colors, develop counting skills, among others. Pupils need learning materials in order to achieve such literacy skills. Learning material is a subset of the book, games, internet and software among others that are essential for children literacy (Carter, Chard and Pool, 2019). Learning materials are the simple, durable and open-ended materials that invite children to imagine, explore, create and develop language reasoning skills. Toys and Games are also included, and are supposed to be made available by parents at home so that children can use them to improve their literacy ability (Darling, 2015). To have a rich home literacy environment, Korat, Klein, & Segal-Drori (2020) noted that children need access to literacy materials, like books, magazines and newspapers within the home. The authors added that many families could not afford a variety of materials to offer their children- which proved to be a detriment to the pupils and their literacy activities, as well as their skill level and engagement in school. In a related study Hallmark (2013) findings reveal that children whose parents provide them with the necessary school materials to learn after school often achieve better in literacy than those whose parents lack interest in providing such materials. Haliru, Abdulkarim, Mohammed & Dangani (2015) conducted a

study to assess reading habit among primary school pupils in Kaduna metropolis. The findings among other things revealed that pupils reading and other literacy skills was largely hampered by absent of home learning materials such as textbooks, newspapers, video and television, projectors, internet and multimedia equipment.

Bowlby's attachment theory served as foundational base to this study. The Bowlby's attachment theory shows the link between family cohesiveness and literacy achievement of pupils. It is understood from the theory that pupils are likely to cultivate aptitude for reading, writing and develop calculative skills through their close bond and healthy relationship with their parents. Therefore, it is necessary for parents, care-givers and guardians to have a positive attitude towards child up-bringing and adopt good practices in child rearing since attachment theory emphasizes child safety and protection; proper care, attention, meeting of needs, both physical, psychological and sense of emotional security among others. If all the needs are met, children will be able to acquire high literacy achievement in primary schools. Therefore, it is against this backdrop that the research sought to find out how some home-based socio-metric variables correlate with language literacy achievement of pupils in public primary schools in Owerri Senatorial District, Imo State.

Statement of the Problem

The home sets the stage for openness to learning and other developmental processes by creating positive atmosphere. Parents have significant roles to play in the attainment of language achievement literacy of their children. The home nurtures, encourages and responds to a child's need in a caring and fostering way which will culminate into a positive academic achievement. Language literacy encompasses the following distinct concepts; reading, writing, listening and speaking. The ability to be attentive to conventions of language using increasingly precise vocabulary, understanding the content and usability of how language functions. It is evident that language literacy plays vital role in various aspects of human functionality.

Despite the importance of language literacy in pupils' academic success, the researcher observed with dismay that a good number of parents in Owerri Senatorial District of Imo State do not adequately devote time and essential resources to their children's academic needs that would enhance their language literacy achievement. These nonchalant behaviours result in poor academic language literacy among the lower primary school pupils in Owerri Senatorial District of Imo State. Parents and teacher/society often trades blames on the poor academic achievement of pupils particularly, in the subject language literacy despite government free education and material provision, which is disheartening. After a review of what other researchers had done on factors militating against pupils' poor language literacy achievement noted that much emphasis had been on poor study habit of school children, poor parents-child relationship, financial factors amongst other environmental factors but least attention had been paid to home-based socio metric

variables and language literacy achievement in Owerri Senatorial District of Imo State. This observation posed immense concern to the researcher; hence, the result to fill this gap by investigating some home socio-metric variables and their correlations to language literacy achievement of pupils' efficiency in the chosen state.

Purpose of the Study

The purpose of this study was to investigate home-based socio-metric variables as correlates of language literacy achievement of pupils in public primary schools in Owerri Senatorial District, Imo State. Specifically, this research sought to:

- i. Ascertain the relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.
- ii. Determine the relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.
- iii. Ascertain the relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Research Questions

The study answered the following research questions

- i. What is the relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District?
- ii. What is the relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District?
- iii. What is the relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District?

Hypotheses

The following research hypotheses were formulated and were tested at .05 level of significance.

- i. There is no significant relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.
- ii. There is no significant relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.
- iii. There is no significant relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Material and Methods

The correlational research design was adopted for the study. This design is considered suitable for the study because it involves investigating the magnitude and direction (positive or negative) of relationship that exist between a dependent variable and one or

more independent variables. The study was carried out in Owerri Senatorial District of Imo State. Owerri is the capital of Imo State in Nigeria, set in the heart of Igboland. It is also the state's largest city, followed by Orlu and Okigwe as second and third respectively. It lies between longitude 4°N and 8°N and Latitude 4°E and 10°E. Owerri Senatorial District is bounded on the west by Anambra state, on the north by Ebonyi, Enugu and some part of Abia state and on the south by Rivers state. The population of the study comprised all the 60,911 primary one pupils in 503 public primary schools in Owerri Senatorial District, Imo State with nine Local Government Areas that make up Owerri Senatorial District of Imo State. A sample size of 1,200 public primary one pupils was selected for the study, using multi-stage sampling procedure.

For the purpose of this study, a researcher's made instrument was used for data collection known as: "Home-Based Socio-Metric Variables Questionnaire (HSVQ) and Language Literacy Achievement Test (LLAT)". Home-Based Socio-Metric Variables Questionnaire (HSVQ) had two sections A and B. Section A elicited demographic information on home learning guidance, parent-child catalyzer and availability of learning materials (4 items) each with a total of 12 items. Literacy Achievement Test (LAT) had two sections A and B. Section A elicited demographic information on class level. Section B elicited information on Literacy to include reading comprehension, simple grammar, phonetic, vocabulary and writing with a total of 20 items. The instruments were subjected to face validity by three validates. The data collected were coded and analyzed using Cronbach Alpha statistical analysis for Home-Based Socio-Metric Variables Questionnaire (HSVQ) which yielded reliability indices of 0.79, 0.75, and 0.73 respectively. The Kuder Richardson Formula-20 (K-20) was used to determine the internal consistency of Literacy Achievement Test (LAT) which yielded a reliability coefficient index of 0.89. The research instruments were administered on the respondents in their respective schools by the researcher together with the teachers selected for the study who served as research assistants. Linear regression analysis was used to answer research questions while null hypotheses were tested using linear regression and ANOVA at 0.05 level of probability

Results

Research Question 1

What is the relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District?

Table 1: Regression analysis showing the relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508	.508	13.25948

a. Predictors: (Constant), Home Learning Guidance

Result on Table 1 showed that the correlation between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District was 0.713. The coefficient of determination associated with 0.713 is 0.508. This coefficient of determination, which is also known as, the predictive value, signifies that 50.8% of home learning guidance accounted for the variation in language literacy achievement of pupils. In other words, this indicated that 49.2% of variation in language literacy achievement of pupils is attributed to other factors apart from home learning guidance. This means there was a positive and high relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Research Question 2

What is the relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District?

Table 2: Regression analysis showing the relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571 ^a	.326	.325	2.29449

a. Predictors: (Constant), Parent-child Catalyzer

Result on Table 2 showed that the correlation between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District was 0.571. The coefficient of determination associated with 0.571 is 0.326. This coefficient of determination, which is also known as the predictive value, signifies that 32.6% of parent-child catalyzer accounted for the variation in language literacy achievement of pupils. In other words, this indicated that 67.4% of variation in language literacy achievement of pupils is attributed to other factors than parent-child catalyzer. This means there was a positive and moderate relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Research Question 3

What is the relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District?

Table 3: Regression analysis showing the relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779 ^a	.606	.606	1.75267

a. Predictors: (Constant), Availability of Learning Materials

Result on Table 3 showed that the correlation between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District was 0.779. The coefficient of determination associated with 0.779 is 0.606. This coefficient of determination, which is also known as, the predictive value, signifies that 60.6% of availability of learning materials accounted for the variation in language literacy achievement of pupils. In other words, this indicated that 39.4% of variation in language literacy achievement of pupils is attributed to other factors apart from availability of learning materials. This means there exist a positive relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District and relationship was high.

Hypothesis 1

There is no significant relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Table 4: Analysis of variance showing the level of significance of the relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4751.688	1	4751.688	1237.443	.000 ^b
	Residual	4600.228	1198	3.840		
	Total	9351.917	1199			

Result in Table 4 showed that the probability associated with the F-calculated value of 1237.443 for the relationship between home learning guidance and language literacy achievement of pupils is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis which states that there is no significant relationship home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District was rejected. This implies that there is a significant relationship between home learning guidance and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Hypothesis 2

There is no significant relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Table 5: Analysis of variance showing the level of significance of the relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3044.811	1	3044.811	578.345	.000 ^b
	Residual	6307.106	1198	5.265		
	Total	9351.917	1199			

Result in Table 5 showed that the probability associated with the F-calculated value of 578.345 for the relationship between parent-child catalyzer and language literacy achievement of pupils is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis which states that there is no significant relationship parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District was rejected. This implies that there is a significant relationship between parent-child catalyzer and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Hypothesis 3

There is no significant relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Table 6: Analysis of variance showing the level of significance of the relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5671.832	1	5671.832	1846.385	.000 ^b
	Residual	3680.085	1198	3.072		
	Total	9351.917	1199			

Result in Table 6 showed that the probability associated with the calculated value of F (1846.385) for the relationship between availability of learning materials and language literacy achievement of pupils is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis which states that there is no significant relationship availability of learning materials and language literacy achievement of pupils

in public primary schools in Owerri Senatorial District was rejected. This implies that there is a significant relationship between availability of learning materials and language literacy achievement of pupils in public primary schools in Owerri Senatorial District.

Discussion of Findings

The summary of the analysis of research question and hypothesis one revealed that there exist a positive and high association between home learning guidance and language literacy achievement of pupils. Also, the finding showed a significant relationship between home learning guidance and language literacy achievement scores of pupils in public primary schools in Owerri Senatorial District. This finding is in line with Vicky and Raymond, (2019) who conducted a study on parental involvement in homework and its relationship with primary school children's educational outcomes and discovered that that primary school pupils across grade levels devote a substantial amount of time each day after school for reading, spelling, homework, assignments and revision through the guidance of parents; and that while parents' involvement in these literacy activities varies. Such variation parental involvement was found to relate to the child's grade level as well as the parent's educational attainment. In the same vein, the finding is concurred by Mante et al., (2015) who found that parental involvement in pupils learning have significant relationship with pupils' achievement of literacy in schools. Again, in support of this finding, Nermeen et al. (2020) conducted a research study on parental involvement and children academic and social development in elementary schools and found that over 90% of the parents were reported attending school parental general meeting and participating in regular scheduled parent teacher meetings. About 80% of the parents in the nationally representative sample were reported attending school event and about 60% volunteering in the classroom. In another study, Onkoba and Nyakwara (2020) investigated on influence of parental guidance on learning outcomes among preschoolers and found the need for parental guidance as an intervention meant to address performance of preschoolers.

The finding also revealed that there was a positive and moderate relationship between parent-child catalyzer and language literacy achievement of pupils. It further revealed that there was a significant relationship between parent-child catalyzer and language literacy achievement scores of pupils in public primary schools in Owerri Senatorial District. The finding of this study agrees with the earlier finding of Alice (2015) who found a positive parent-child catalyzer or relationship promote pupils' acquisition of literacy skills and achievement. Christine (2012) also found that parent-child dyads or catalyzer has significant influence on literacy achievement of pupils. Similarly, this finding is supported by Umeana (2017) who investigated the influence of parental involvement on the academic performance of secondary school students and found that both the home and the school have a great responsibility to help the adolescent develop a stable character that will yield positive educational outcomes. The result also showed that a separated home has a negative psychological effect on the emotional stability and intellectual development of the

child; and this affects the academic performance of the child. This implies that the importance of community and family participation to academic achievement cannot be over emphasized. Two important facts that support parental engagement within the national characteristics of Nigeria are as follow: first, most parents are primarily interested in activities that involve their children, and they also want to be helpful in classroom activities; still others are more interested in school programs and practices. Second, in the African setting, and in Nigeria precisely, extended family structure is a very strong component of parenting.

For the analysis of research question three, the finding indicated that there was a positive and high relationship between availability of learning materials and language literacy achievement scores of pupils in public primary schools. There was a significant relationship between availability of learning materials and language literacy achievement scores of pupils in public primary schools in Owerri Senatorial District. This finding is in accordance with Hallmark (2013) who studied parents' involvement in the provision of school materials and academic performance in English among primary school children and discovered that children whose parents' provide them with the necessary school materials to learn after school often achieve better in literacy than those whose parents lack interest in providing such materials. Also the finding agrees with Haliru *et al.* (2015) who carried out a study to assess reading habit among primary school pupils in Kaduna metropolis and found that pupils reading and other literacy skills was largely hampered by absent of home learning materials such as textbooks, newspapers, video and television, projectors, internet and multimedia equipment.

Conclusion

Based on the findings of the study, it was concluded that home-based socio-metric variables such as home learning guidance, parent-child catalyzer and availability of learning materials significantly relate to language literacy achievement of pupils. This, therefore, implies that child's home background determines his personality and achievement in the society.

Recommendations

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

- i. Parents should engage in parent-initiated activities geared towards monitoring and assisting children at home on learning activities that synchronize with children's literacy achievement.
- ii. Parents should endeavour to provide children with their basic psycho-social needs, school needs, choices, adjustment in school, curricular and the school life generally.
- iii. Government should assist parents by providing the school children with literacy materials and other educational facilities. Such assistance will go a long way to in terms of literacy achievement.

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