

PARENTS' SOCIO-ECONOMIC STATUS AS A PREDICTOR OF CHILDREN'S SELF-CONCEPT IN NSUKKA, ENUGU STATE, NIGERIA

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Abstract

This study was carried out to determine the relationship between parents' socio-economic status and their primary school children's self-concept. Three research questions and three null hypotheses guided the study. The work is based on humanistic learning theory by Carle Rogers. A correlational research design was adopted for the study. The entire population of 845 was used as a sample, because the number was manageable. The instrument for data collection was a researcher-developed questionnaire called the Parental Socio-Economic Status and Children's Self-concept Questionnaire (PSESCSCQ). The instrument was validated by experts before being administered to respondents. For data collection, a direct delivery and retrieval method was adopted by the researchers, who were aided by five research assistants. Answers to the research questions were obtained by performing Pearson product moment correlation analysis. The hypotheses were tested using regression analysis (regression ANOVA). Data on parents' socio-economic attributes were coded using dummy coding, which became necessary to bring the data to the same measurement level. The results of the study show that all the attributes of parents' socio-economic status (i.e., educational qualification, occupation, and income) are significant determinants of primary school children's self-concept. It is concluded that parents' socio-economic status can significantly predict children's self-concept. One of the recommendations is that parents should provide their children with an enabling environment to develop a positive self-concept, even if the parents have a low socio-economic status.

Keywords: Socio-Economic Status, Self-Concept, Negative Self-Concept, Positive Self-Concept, Education

Introduction

The first step in every individual's life is the acquisition of quality education in today's age of globalization and technological advancement. Education is important for the growth of human capital since it has a direct impact on a person's wellbeing and chances for a better life. Nigeria, like other nations throughout the globe, recognizes the importance of education as a strategy for achieving national development. Education is the culmination of all the processes that allow people to acquire their aptitudes, talents, characteristics, traits, and other societally beneficial behavioural patterns (Fafunwa, 1996). It ensures that individuals acquire the knowledge and abilities necessary to boost their productivity and quality of life. Increased productivity, in accordance with Saxton (2008), generates more sources of income, which promotes the economic development of a nation and its citizens. Children's education begins at home, and families play a significant role in educating kids in positive ways, as is well acknowledged by people all over the world.

Parents in nations with advanced educational systems are aware that the home and the school work best together to educate children. Generally speaking, students who struggle with social connection at school are more likely to make different academic progress. It is sometimes thought that the socioeconomic level of the parents explains this variation in children's academic development or accomplishment. The term "socioeconomic status" refers to a person or group's social standing or class. It is frequently determined by taking into account all three of employment, income, and education. The analysis of socioeconomic statuses frequently uncovers differences in resource access as well as issues with privilege, power, and control.

The socioeconomic standing of an individual can be viewed as a sociological classification that demonstrates how closely their social position in society and their relative wealth are related. It is also thought of as a comprehensive, integrated economic and sociological measure of a person's employment history, earnings, and social position in relation to others, based on income, education, and occupation (Kraus, 2008). It is a classification of persons based on their social, academic, and professional backgrounds, claims Santrock (2004). In addition, socioeconomic status has been among the best and most reliable factors in explaining differences between social groupings. It is thought to be a gauge of households' overall economic and social well-being (Bateman, 2014). Socioeconomic status is typically assessed using a composite indicator of employment, income, and education (Baker, 2014). The socioeconomic status of parents was defined for the purposes of this study as the division of individuals and families into educational, occupational, and income levels within a community. According to the criteria given above, socioeconomic status may also be viewed as the respect or prestige accorded to individuals in society based on their employment, degree of education, and income.

High, middle, and low socioeconomic status are the usual divisions of socioeconomic status. When placing a family or an individual into one of these groups, socioeconomic status—defined as income, education, and occupation—can be assessed on the basis of any or all three of these characteristics (Gottfredson, 2004). The three socioeconomic status categories are examined in relation to household income, parents' highest level of education, and their occupation. People who are low on the socioeconomic ladder frequently have less education, less influence over public institutions like schools, and less money. On the other side, those with high socioeconomic standing experience the opposite issues.

There is disagreement regarding the best way to combine the three variables, whether to use the variables together or separately to examine the relationship between socioeconomic status and children's self-concept, and how to measure each component, despite the fact that it is generally agreed that parents' income, education, and occupations better reflect socioeconomic status than any of these variables alone. Given the aforementioned justification, there is still disagreement over how to assess socioeconomic position and how it affects children's self-concept. This is one of the reasons why the researchers conducted this study to see how well the socioeconomic position of the parents predicted how their children would perceive themselves.

This also means that the socio-economic status of parents may influence the rearing and upbringing of their children both negatively and positively (Chinwelu, 2017). It may either build up or distort the self-concept of a child, especially when such a child is from a poor socio-economic background. For instance, high socio-economic-status parents are likely to attach greater importance to providing in their children's basic requirements than low socio-economic-status parents, because the former have the financial capacity to do so. Children from low socio-economic backgrounds may not be provided with the basic necessities of life, leading them to develop negative self-concept, and feeling inferior at school.

There are numerous definitions of self-concept provided by authors. According to some authors, self-concept is a notion that is strongly related to personality, meaning that it involves relatively constant and recognizable behavioural patterns that define an individual and their responses to their environment (Kossowska, 2012). It can also be viewed as how people respond to a situation or circumstance. According to Ayodele (2018), one's self-concept is how they value, think about, act, and evaluate themselves in connection to how they perform in life events. Ayodele continues by saying that a child's self-concept might therefore change depending on the socioeconomic level of their family. Self-concept is one of the psychological constructs, along with self-efficacy, motivation, optimism, emotion, and self-esteem, according to Ezech (2018).

In order for personality to develop, self-concept is crucial. A person's attitude and sentiments toward themselves as well as the overall psychological mechanism that regulates behaviour and self-adjustment are referred to as the self in psychology. The self-concept, which encompasses all of our opinions and judgments about ourselves, is self-worth, self-esteem, or self-acceptance. It will specify who we are, what we can do, and what we develop into in our own minds.

Positive self-concept arises from self-esteem, which plays a significant role in personality development. Since a person's self-concept affects how they feel, think, learn, value themselves, relate to others, and eventually behave, it follows that having a positive self-concept has to do with social competence (Crawford, 2013). According to Ajake, Ihejimaizu, and Achi (2014), good parental care is typically a guarantee for the growth of a healthy and positive self-concept. Sheslow, Taylor, and Luken (2015) claim that "a positive or healthy self-concept is a child's armour against the hardships of the world" in support of the aforementioned viewpoint. Children who are confident in themselves appear to be better able to handle conflict and resist peer pressure, according to the authors.

Positive self-concept can be developed in different ways during the early stages of life. Sheslow et al. (2015) state that this is why, in all cultures, parents should give adequate attention, love and care to their offspring or wards. Self-concept begins to develop in childhood, and it is important that children develop a positive self-concept, as it increases the likelihood that they will have a happy and satisfying adulthood. It is important to monitor the self-worth of children and help them improve it, in order to minimise their chances of developing negative self-concept.

Therefore, positive self-concept can be developed in a number of ways, such as mentoring, parental care and role modelling. In the context of this study, positive self-concept is the ability of a child to express himself effectively without shame or fear. Positive self-concept can be said to relate to those values and virtues inherent in a child that enables them to react in a desirable manner in a given situation or in relation to phenomena. Failure to provide these desirable attitudes could result to negative self-concept.

Negative self-concept refers those values and virtues that are lacking in an individual. Ajake et al. (2014) describe negative self-concept as a feeling of ineptness. It involves someone feeling that they are inferior, incapacitated, worthless and naïve in perception (Gerardi, 2009). A child with negative self-concept easily becomes offended, aggressive and depressed, and may express hatred and maladjustment. It is important to note that nobody is born with self-concept – it is something that gradually develops in the early years of life. Self-concept is learned, organized, and dynamic, and is shaped and reshaped through repeated experiences with others.

In the context of this study, negative self-concept is a condition in which children perceive themselves as being inferior and worthless, which could arise as a result of constant fear of what the future holds for them, and suffering at home. From the above discussion on self-concept, it can be said that both positive and negative self-concept may affect the development of children.

Statement of the Problem

Over the past decades, the relationship between family socioeconomic status (SES) and academic achievement in school-age children have been well documented. However, the relationship between parental socioeconomic status and children self-concept remains unclear. In recent years, there has been an increasing awareness on the interrelated nature of various variables on students' self-concept such as socioeconomic status of parents. It is a general believe that parental socioeconomic status has much to contribute to the students' self-concept, but the assumption that the higher the socioeconomic status of parents, the higher the self-concept of students is questionable, debatable and arguable, because students whose parents did not attend any level of education, have no reasonable income and have no good occupation equally have high self-concept. This contradicts the findings of the numerous researchers that socioeconomic status of parents has high positive correlation with the students' self-concept. This has necessitated a gradual shift away from combining the variables that measure socioeconomic to studies that investigate how each of the variables relates with children self-concept. This gap in literature informed this study.

Research Questions

The following research questions were posed to guide the study:

- i. What is the relationship between parents' qualifications and children's self-concept?

- ii. What is the relationship between parents' occupations and children's self-concept?
- iii. What is the relationship between parents' income and children's self-concept?

Hypotheses

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

- i. Parents' educational qualifications are not significant determinants of children's self-concept
- ii. Parents' occupations are not significant determinants of children's self-concept
- iii. Parents' income is not a significant determinant of children's self-concept

Significance of the Study

Psychologists believe that self-concept is an attribute that help an individual to be optimally functional in the society where he or she lives. This study when published and made available to readers will help the readers know their self-concept as a personality strength. Primary school teachers through the finding of this study when published will be made to know how to design their lessons in line with the children's self-concepts. The study would also help develop a friendly environment for teaching and learning at the primary school level which will help to develop children's self-concept. The findings of this study will also be beneficial to future researchers who will like to work on children's self-concept and it relationship with parents' socio-economic status or other variables like teachers' characteristics.

Literature Review

"The concepts of socio-economic status of parents and children' self-concept have been extensively explained in the introduction section. In this section, relevant and related empirical studies are discussed. "Velisiwe et al (2018) carried out a study to investigate the effect of families' socioeconomic status on the self-concept development of learners. The data were collected using a questionnaire from 31 learners who participated in the community engagement project. During the execution of this project, in addition to assisting learners using self-esteem development intervention methods, certain factors emerged, which apart from the original projects methods for self-concept development, seemed to impact self-concept development. These factors suggested that families' socioeconomic status may influence self-concept development of children. Findings indicated that there is no significant relationship between the self-concept and any of the three components of the socioeconomic status, i.e. income, education and occupation.

Shifend, Qiongying and Ruixue (2020) carried out a study to determine the relationship between socioeconomic status and academic achievement of junior high school students in China: The mediating effect of self-concept.

The researchers examine the possible role of self-concept in the relationship between socioeconomic status and school academic achievement among 345 junior high school students in China. The results showed that both family socioeconomic status and self-concept were significantly associated with the children's mathematics performance, and family socioeconomic status was also significantly correlated with self-concept. The mediation analysis showed that self-concept partially mediated the relationship between socioeconomic status and school academic achievement. This implies that socioeconomic status is a significant factor in determining the self-concept of school children.

Obesede (2009) carried out a research on parental socioeconomic (SES) as correlate of students' academic achievement in senior secondary schools in Ijagun, Ijebu-Ode, Ogun State. The study used correlational research design. The sample for the study was 108 students randomly drawn from three secondary schools across the study area. The socioeconomic background of participants was assessed through a form that contains demographic information about the participants. Academic achievement test in three subjects (English, Economic and Biology) was developed by the researcher for data collected. The Academic Achievement Test (AAT) was trial tested with two administration of two (2) weeks interval on twenty (20) participants drawn from different Local Government Areas. The two sets of scores were correlated using Pearson product Moment Correlation Coefficient and 0.88 was obtained as coefficient of reliability. The result of the study showed that there was significant relationship between participants' socioeconomic status and academic achievement of students. The result indicated that the home or family structure has a great influence on the students' psychological, emotional, social and economic state.

Chikwelu (2015), carried out a research on parents occupational and educational background as correlates of educational support and aspiration of adolescents in Anambra State. The study adopted a correlational survey design. Data was collected from 2000 students selected through stratified random sampling. The data collected were analyzed using means, standard deviation and Pearson product moment correlation for the research question and the hypotheses were tested using multiple regression analysis. A 26-item structured questionnaire was used to collect data and the result of the study showed that, parents, irrespective of their occupational background give affordable support to their adolescent wards in school and guide them toward attaining higher educational standards which they see as a sure means of improving the socioeconomic status of the family. It was also found out that the occupational background of fathers, more than those of the mothers, have greater influence on the educational support that adolescents receive."

It can be seen from the review of related empirical studies that the variables that measure socioeconomic status of parents were measure jointly without considering how each of the variables significantly related with children self-concept. In this study, the variables were considered separately. It is the gap in literature that necessitated this study.

Theoretical Framework

The humanistic theory of learning was born out of the conviction that learners' environment was crucial to maximizing their potential. In teaching-learning circumstances, the humanistic school of thought takes into account the significance of a person's social feelings and emotions. Learning would be simple if the learner was emotionally well. According to Carl Rogers, people have an inherent need to be independent and fulfilled by themselves from the moment they are born. According to him, this tendency frustrates people as they continue to develop and progress. Parents, teachers, and others who frequently have an impact on people's sense of value are the source of this annoyance. He contends that a person's perspective of themselves determines their sense of self-worth. This fosters some identification between the real self's value and that of other people or important people.

In order to prevent the circumstances that impede self-growth, parents must create a space for the creation of the identified self. In this instance, the parents show the learner unreserved positive esteem and pay close attention to what the learner has to say, making the learner the center of attention. The learners' self-concept is developed in this way. Rogers said that people have a self-concept of themselves as a result of their experiences. He described self-concept as a structured way of thinking and seeing oneself.

This hypothesis is applicable to the work at hand since learning would be simple if the learner was emotionally sound and stable, which would result in great academic accomplishment. In other words, the learner's self-actualization is significantly influenced by the socioeconomic position of their parents. The socioeconomic status of the learner's parents may have an effect on the learner's emotional stability, which is a big part of how well they do in school.

Methods

Design of the Study

A correlational survey research design was used for the investigation. "Nworgu (2015) describes correlation survey research as a method for figuring out whether there is a connection between two or more variables. It follows that this research approach enables a researcher to determine the percentage of variation in the dependent variable (criterion variable) that is predicted by the independent variable (predictor variable). According to Osegbo, Ifeakor, and Enemu (2009), this design is essentially an index of how closely two or more variables are related to one another. This study's design was appropriate since it allowed for inferences regarding children's self-concept based on the correlation of data collected on parental socioeconomic position.

Area of the Study

The study was conducted in Nigeria's Nsukka Education Zone. Three local government areas—Uzo-wani, Igbo Etiti, and Nsukka—that are home to several communities make up this zone. The region was picked since it has been recognized that the socioeconomic situation of the parents in the various villages in this zone presents certain difficulties for the children, which may have an impact on their self-concept. The researchers also noted that the socioeconomic condition of the parents had an impact during their initial survey.

Population, Sample and Sampling Techniques

A total of 845 Basic 3 (Primary 3) students from the Nsukka education zone made up the study's population (Statistics Unit, Primary Education Board, Nsukka Education Zone, 2022). The sample for the study was drawn from the entire population. This is owing to the manageable size of the study population and the fact that the researchers avoided sample mistakes by sampling the entire population. Additionally, the findings may be applied to the entire community. According to Nworgu (2015), sampling is not required if the population is manageable. This approach was in keeping with that guidance.

Data Gathering Instrument

The Parental Socio-Economic Status and Children's Self-concept Questionnaire, a survey created by researchers, was the tool used to collect data (PSESCSCQ). There are two components to the instrument. The respondents were questioned in Section A about demographic and socioeconomic factors such education, employment, income, and marital status. Ten items in Section B are concerned with children's self-concept. Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with numerical values of 4, 3, and 1 assigned to each of the descriptive replies, respectively, were the four possible ratings on the instrument.

The instrument underwent face validation by being shown to three experts from the University of Nigeria, Nsukka's Faculty of Education: two experts in sociology of education and one expert in measurement and evaluation. In order to increase the validity and utility of the instrument, the experts were asked to examine the instrument's items for clarity, suitability, appropriateness of language, and clarity of instruction to the respondents. The questionnaire's final draft was created using their recommendations and revisions. A trial test was conducted to determine the instrument's internal consistency, and the results showed that the PSESCSCQ had a reliability coefficient of 0.87.

Data Collection

Five research assistants helped the researchers as they collected data using a direct delivery and retrieval method. In order to be able to assist the respondents if necessary, research assistants were trained on how to complete the questionnaire.

These study assistants made sure that the respondents for whom the questionnaire was intended completed it. Wherever necessary, the assistants assisted respondents in providing clearer responses, which decreased the risk of mistakes. Copies of the questionnaires were retrieved as soon as they were completed to ensure a 100% return rate and decrease waste.

Method of Data Analysis

In order to find the answers to the study questions, Pearson product moment correlation analysis was used. To demonstrate the association between the independent variables and the dependent variable, a table displaying the correlation matrix of the relationship between the three socioeconomic status variables (parents' education, occupation, and income) and children's self-concept was presented. The regression analysis was used to examine the three null hypotheses (regression ANOVA). To bring the data to the same measurement level, dummy coding was used to code information about parental socioeconomic characteristics. All the hypotheses were tested at 0.05 level of significant. Any hypothesis with a significant value less than 0.05 was rejected.

Results

This section of the work presents the result of the study. The results are presented in tables according to the research questions and the hypotheses that guided the study.

Research Question 1

What is the relationship between parents' qualifications and children's self-concept?

Table 1: Correlational Matrix of The Relationship Between Parents' Socio-Economic Status and Children's Self-Concept

		Qualification	Occupation	Income	Self-Concept
Qualification	Pearson correlation	1	.422**	.467**	.698**
	Sig. (2-tailed)		.000	.000	.000
	N		845	845	845
Occupation	Pearson correlation		1	.442**	.627**
	Sig. (2-tailed)			.000	.000
	N			845	845
Income	Pearson correlation			1	.768**
	Sig. (2-tailed)				.000
	N				845
Self-concept	Pearson correlation				1
	Sig. (2-tailed)				
	N				

Table 1 shows the correlational matrix of the relationship between the components of parents' socio-economic status and children's self-concept. The analysis shows that all the components of parents' socio-economic status are correlated positively with children's self-concept.

Result shows that teachers' income has the highest correlation with children's self-concept, followed by teachers' qualification and then teachers' occupation.

Table 2: The Predictive Power of Parents' Qualifications on Children's Self-Concept

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.698 ^a	.487	.487	.612	.487	801.466	1	843	.000

Note: R = Correlation coefficient, R square = Coefficient of determination

Table 2 shows the predictive power of parents' qualifications on children's self-concept. The results show that the correlation coefficient obtained between parents' qualifications and children's self-concept is 0.69. This means that there was a moderate and positive correlation between parents' qualifications and children's self-concept. The analysis, furthermore, found that the coefficient of determination (R^2) (i.e. the predictive value) associated with the correlation coefficient of 0.69 is 0.487. The R^2 indicates that 48.7% of children's self-concept is predicted by their parents' qualifications. This indicates that 51.3% of children's self-concept are predicted by variables other than their parents' qualifications.

Research Question 2

What is the relationship between parents' occupations and children's self-concept?

Table 3: The Predictive Power of Parents' Qualifications on Children's Self-Concept

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R Square change	F change	df1	df2	Sig. F change
1	.627 ^a	.393	.392	.666	.393	545.121	1	843	.000

Note: R = Correlation coefficient, R square = Coefficient of determination

Table 3 shows the relationship between parents' occupations and children's self-concept. The correlation coefficient obtained between parents' occupations and children's self-concept is 0.63. This shows a moderate and positive correlation between parents' occupations and children's self-concept. The result also shows that the coefficient of determination (R^2) (i.e. the predictive value) associated with the correlation coefficient of 0.63 is 0.393. The R^2 indicates that 39.3% of children's self-concept is predicted by their parents' occupations. This indicates that 60.7% of children's self-concept are predicted by variables other than their parents' occupations.

Research Question 3

What is the relationship between parents' income and children's self-concept?

Table 4: The Relationship Between Parents' Income and Children's Self-Concept

Model	R	R square	Adjusted R square	Std. error of the estimate	Change Statistics				
					R square change	F change	df1	df2	Sig. F change
1	.768 ^a	.590	.590	.547	.590	1214.552	1	843	.000

Note: R = Correlation coefficient, R square = Coefficient of determination

Table 4 shows the relationship between parents' income and children's self-concept. The correlation coefficient obtained between parents' income and children self-concept is 0.77. This shows that there is a high and positive correlation between parents' income and children's self-concept. The analysis, furthermore, shows that the coefficient of determination (R^2) (i.e. the predictive value) associated with the correlation coefficient of 0.77 is 0.590. The R^2 indicates that 59% of children's self-concept is predicted by their parents' income. This indicates that 41% of children's self-concept are predicted by variables other than their parents' income.

Hypothesis 1

Parents' educational qualifications are not significant determinants of children's self-concept.

Table 5: Regression Analysis of the Predictive Power of Parents' Qualifications on Children's Self-Concept

Model		Sum of squares	df	Mean square	F	Sig.	Dec.
1	Regression	299.929	1	299.929	801.466	0.00	S
	Residual	315.472	843	.374			
	Total	615.401	844				

Note: S = Significant, $\alpha = 0.05$

Table 5 shows that an f-ratio of ($F(1, 843) = 801.466, p < 0.05$) was obtained for the predictive power of parents' qualifications on children's self-concept. Since the associated probability (p) value of 0.00 is less than the 0.05 level of significance set as criterion for testing the hypothesis, this implies that the null hypothesis 1 (H_{01}) is rejected. Hence, the inference drawn is that the predictive power of parents' qualifications on children's self-concept is statistically significant. This implies that parents' qualifications are significant determinants of children's self-concept."

Hypothesis 2

Parents' occupations are not significant determinants of children's self-concept

Table 6: Regression Analysis of The Predictive Power of Parents' Occupations on Children's Self-Concept

Model	Sum of squares	df	Mean square	F	Sig.	Dec.
1 Regression	241.671	1	241.671	545.121	0.00	S
Residual	373.731	843	.443			
Total	615.401	844				

Note: S = Significant, $\alpha = 0.05$

Table 6 shows that an f-ratio of ($F(1, 843) = 545.121, p < 0.05$) was obtained for the predictive power of parents' occupations on children's self-concept. Since the associated probability (p) value of 0.00 is less than the 0.05 level of significance set as criterion for testing the hypothesis, this implies that the null hypothesis 2 (H_{02}) is rejected. Hence, the inference drawn is that the predictive power of parents' occupations on children's self-concept is statistically significant. This implies that parents' occupations are significant determinants of children's self-concept.

Hypothesis 3

Parents' income is not a significant determinant of children's self-concept

Table 7: Regression Analysis of The Predictive Power of Parents' Income on Children's Self-Concept

Model	Sum of squares	df	Mean square	F	Sig.	Dec.
1 Regression	363.265	1	363.265	1214.552	0.00	S
Residual	252.136	843	.299			
Total	615.401	844				

Note: S = Significant, $\alpha = 0.05$

Table 7 shows that an f-ratio of ($F(1, 843) = 1214.552, p < 0.05$) was obtained for the predictive power of parents' income on children's self-concept. Since the associated probability (p) value of 0.00 is less than the 0.05 level of significance set as criterion for testing the hypothesis, this implies that the null hypothesis 3 (H_{03}) is rejected. Hence, the inference drawn is that the predictive power of parents' income on children's self-concept is statistically significant. This implies that parents' income is also a significant determinant of children's self-concept.

Discussion of Findings

The results of this study demonstrate a positive association between primary school students' self-concept and their parents' socioeconomic position.

The results show that the three factors employed to quantify the socioeconomic position of parents—educational attainment, occupation, and income—are all important predictors of children's self-concept. This suggests that, in the Nsukka Education Zone of Enugu State, Nigeria, children's self-concept is significantly influenced by their parents' socioeconomic level. In the same way, all of the hypotheses that were tested show a significant positive relationship between parental socioeconomic status and primary school students' self-concept in the Nsukka Education Zone of Enugu State. In other words, the higher the parental socioeconomic status, the higher the primary school students' self-concept, and vice versa.

The findings of this study also indicated that the strongest relationship between children's self-concept and parents' income. This indicates that the best predictor of children's self-concept is the parents' income. The implication is that kids from wealthy families are more likely than kids from poor families to have a high sense of who they are. The findings also indicated that parental occupation is less likely to predict children's self-concept than parental education, suggesting that children of parents with higher educational backgrounds are more likely to have a more positive self-concept than children of parents with lower educational backgrounds. The findings, however, indicated that all three aspects of parents' socioeconomic position are substantial determinants of their children's self-concept.

The kind of family a child belongs to or is from is probably going to have a big impact on how they feel about themselves. A child has a significant edge over a child whose parents do not provide these kinds of incentives and encouragement if they show a great deal of interest in what the child does at school and provide the necessary assistance by buying all the books and money needed. A simple weekly or daily review of a child's writing by literate parents also helps the child feel better about themselves.

The outcome of this study also supports that of Ajake et al. (2014), who came to the conclusion that providing children with appropriate parental care is typically a guarantee for the development of a healthy and positive self-concept. Sheslow et al.(2015) .'s assertion that "a child's armor against the difficulties of the world" supports this point of view. These authors contend that because of their positive self-concept, youngsters who feel good about themselves appear to handle conflict and reject negative forces more easily. The study's findings are consistent with those of Ayodele (2018), who discovered that a child's socioeconomic background can influence whether they grow up with a positive or negative self-concept.

The results of this study indicate that, particularly for children from low socioeconomic backgrounds, a child's self-concept may be strengthened or distorted depending on the socioeconomic level of their parents. For instance, since they have the means to do so, parents with high socioeconomic class are likely to place more attention on meeting their children's basic needs than parents with low socioeconomic status do. The lack of access to fundamental essentials for life for children from low socioeconomic circumstances may cause them to develop negative self-concepts and feel inadequate in school.

The researchers draw the conclusion that the socio-economic status of parents is a significant driver of the self-concept of children in elementary school based on the study's findings. All of the probability values fell below the threshold of 0.05, which is the level of significance for decision-making, necessitating the need for this choice.

Conclusion

Based on the findings of the study, it is, therefore, concluded that the socio-economic status of parents is a significant predictor or determinant of primary school children's self-concept. Parents' educational qualifications, occupations, and income are all important determinants of their children's self-concept in primary school. It is also concluded that parents' income predicts children's self-concept more than the parents' educational qualification and occupation. However, parents' educational qualification predicts children's self-concept more than parents' occupation.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:

- 1) Primary school teachers should develop in their pupils a positive self-concept, irrespective of the socio-economic status of the parents. This will help to boost children's self-concept, self-efficacy and self-worth.
- 2) Parents should provide their children with enabling environments to develop positive self-concept, even if parents have low socio-economic status.
- 3) School proprietors and ministry of education should organise seminars and workshops for teachers in primary school on the need to develop children's self-concept irrespective of their parents' socio-economic status. These seminars and workshops will enable primary school teachers to have adequate knowledge of how children's self-concept can affect their learning.

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Ethics statement

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