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Influence of Parents Location, Residence and Accommodation on Students' Attitude towards Computer Studies

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***Abstract**: This paper examines what influence Parents location, residence and accommodation (being integral elements) of Socio-Economic Status (SES) on secondary school students' attitude towards computer studies in Enugu education zone of Enugu State, Nigeria. Five research questions guided the study while five hypotheses were tested. Ex-post facto research design was adopted for the study. The study was carried out in Enugu education zone of Enugu State. The population for the study was 3,624 Senior Secondary School (SS 3) students in Enugu education zone of Enugu State. The sample consisted of 363 students. This sample was constituted through a multi-stage sampling technique. The instrument for data collection was called attitude questionnaire. The attitude questionnaire was subjected to face validation by three experts in science education and one in measurement and evaluation. The reliability of the attitude questionnaire was determined by administering the questionnaire to 50 SS3 students from Idaw River Secondary School Enugu. The overall reliability index was 0.62. Data were collected by administering the instrument to the sampled students in their respective schools. Data were analyzed using mean and standard deviation to provide answers to research questions. The formulated hypotheses were tested using regression model statistical methods because the study sought the influence of association between SES variables and those of attitude to computer studies. Students from Isiuzo were seen to have high level of enjoyment and high level of avoidance whereas students from Enugu East had high enjoyment level and low avoidance. It would seem that, rural students approached the study of computers with some levels of trepidation; however, the novelty of the study induced a high level of enjoyment. The semi-rural students seem to be less anxious and also enjoyed it, perhaps because they by the nature of the environment have had some level of interaction with computers. It did not therefore have any special effects on them. It was found out that, students from urban residential areas enjoyed the use of computers while students from the rural areas showed the lowest enjoyment level. Students from the rural area avoided the use of computers more than those from the urban area like Independence layouts, New Heaven etc. It was found out that, students from parents who live in a flat show high level of enjoyment, followed by those whose parents live in duplex and then those whose parents live in bungalow. It was also found out that, those whose parents live in two rooms and one room respectively show low level of enjoyment.*

***Keywords**: Socio-economic status, Attitude, Computer studies, Location, Residence, Accommodation*

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I. Introduction

Education is the best legacy a nation can give to the citizens, especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Socio-Economic Status (SES) is a total measure of a person's work experience and social position in relation to others, based on income, education and occupation (Joan, 2009). When analyzing a family's SES, the household income earnings, education and occupation are examined.

Traditionally, family status variables, such as socio-economic status of parents, have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, socio-economic status of parents is part of a larger group of psychological and sociological variables influencing children's school outcomes, notwithstanding the subject (Joan, 2009).

1.1 Concept and meaning of socio-economic status (SES)

Parent's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community (such as contacts within the community, group associations, and the community's perception of the family). Despite all the research and policy making, the relativity between those

of high and low status from among the parents in relation to the children's education is widening rather than narrowing across educational achievement (Galindo-Rueda & Donnellan, 2007). It is believed that low SES negatively affects academic achievement because they both prevent access to vital resources and create additional stress at home (Eamon, 2005). Research has shown that there is a high risk of educational underachievement for children who are from low income housing circumstances (Arias, 2006). Children from low SES family are at a higher risk than advantaged children for retention in the grades, special deleterious placements during the school's hours and even not completing the secondary school education. Schools in poverty stricken areas have conditions that hinder children from learning in a safe environment (Arias, 2006). In addition, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu and colds. These illnesses could potentially restrict a child's focus and concentration. Students from high SES families have favourable environment and availability of educational materials (Wood, 2002). Moreover, students from high SES families have enough time to stay at school as the parents are able to pay school fees and other contributions (Best & Kahn, 2006). Therefore, it seems that children whose families have income below the poverty line are far less successful educationally than children who live in families with income above the poverty line. Discussion had established that socio-economic status and host of other factors relating to home environment of students, such as educational background of parents, residential areas, parent's occupation and income could have effects on children's academic achievement.

It has to be noted that students' academic achievement and educational attainment have been studied within different frameworks. Many of them have a focus on parents' education, occupation or home background (like; family income, language of the home, activities of the family and work methods), while other studies looked at it from the teachers' variables (such as teacher's age, experience, education, gender, etc), school variables (such as environment, structures, buildings, location, etc), students' variables (such as attitude, self-concept, self-esteem, study habit etc) or parental support (such as achievement motivation of wards, parental attitudes towards education, the aspiration of parents, etc) (Grissmer, 2003).

There is evidence that parents' education affects students' academic achievement in schools. According to Grissmer (2003), parents' level of education is the most important factor affecting students' academic achievement. Taiwo (2013) submits that parents' educational background influences the academic achievement of students. This, according to Taiwo, is because the parents would be in a good position to be second teachers to the child and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. Research carried out by Grissmer (2003) indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups. It was also concluded by Onocha (2005) that a child from a well educated family with high socio-economic status is more likely to perform better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. The child is likely to be sent to good schools where well seasoned teachers will handle the subjects.

Campbell and Wu (2004) argued that the home environment and family processes provide a network of physical, social and intellectual forces and factors which affect the students' learning. According to them, the family's level of encouragement, expectations, and educational activities in the home are related to socio-economic status, while Song and Hattie (2004) agreed that families from different socio-economic groups create different learning environments that affect the child's academic achievement. There is no doubt that parents' attitudes help to condition the children's attitudes. A parent who shows high regard for education might have some influence upon the children's education progress. Many studies have examined the relationships among those constructs and students achievement. Schunk, Pintrich and Meece (2008), affirmed that there is a consistent finding of motivation being related to achievement behaviours. In a nutshell the influence of socio-economic and educational background of parents on the children's education cannot be undermined. Research carried out by Taiwo (2013) indicated that for more than a decade, there has been a consistent decline in number of students choosing computer studies at the undergraduate level or even having an in-depth knowledge of computer studies in secondary schools. The author further stated that, parents need to increase the participation of the wards in computer studies programmes since most employers these days demand for qualified computer scientists and programmers.

1.2 Concept and meaning of attitude

Merriam-Webster(2010), defined attitude as a feeling that accompanies or causes special attention to an object or class of objects. There are four-phase model of attitude development. Hidi and Renninger (2006), proposed the four-phased model of attitude development in 2006. The model describes for phase in the development and deepening of learns attitude – triggered situational attitude, maintained situational attitude, emerging (less-developed) individual attitude and well developed individual attitude.

1.3 Relationship between socio-economic status and attitude

The socio-economic status of parents contributes to the variation observed in computer literacy among Secondary School Students as observed by Fust-Bowe (2005). Most students with parents of high socio-economic status often possess laptops, that will simply attitude in computer technology is enhanced unlike the students from homes of low economic status. They may not be exposed to this form of knowledge prior to the admission into the university.

In Nigeria, there are urban and rural settings. In the urban areas, the basic amenities are often provided such as electricity and water, while in the rural areas these basic amenities are completely absent. Children brought up in the urban areas are exposed to computer knowledge's as they see it in banks, schools, hospitals and in super-markets etc while those in the rural areas may only have a faint idea of the computer, coupled with the fact that there is no electricity to attract such technology to the rural villages. Adeyinka and Mutula (2008) stated clearly that the environment has a serious influence on computer literacy and attitude.

II. Materials & Methods

2.1 **Instrument for data collection**

The instrument for data collection was called attitude questionnaire. It has three parts – part A was for bio-data of the respondents. Part B contained four levels of socio-economic status. Part C contained 40 items on attitude which covered enthusiasm, anxiety and avoidance. The response options are: Strongly Disagree (SD) (1point), Disagree (D) (2points), Agree (A) (3 points) and Strongly Agree (SA) (4points).

2.2 Methodology

The research design adopted in this study was ex-post facto (causal comparative design). An ex-post facto research is the type of study that resembles experimental research in the sense that it also seeks to establish cause – effect relationship, but differs from it in that the researcher usually has no control over the variables of interest and therefore cannot manipulate them. Examples of non-manipulable independent variables are: location, status, sex, etc (Nworgu, 2006). Nworgu also stated that, ex-post-facto design yields useful preliminary information regarding the possible causes of some events on the basis of which confirmatory studies could be undertaken using experimental designs. They are less time consuming and with some elements of control and improved statistical analysis, valid results could be approached. The limitations of this type of study are: It does not allow for the control of the independent variables. Interpretation of findings usually poses a problem. Conclusion arrived at is highly questionable.

2.3 Area of the study

The study was carried out in Enugu education zone of Enugu State. The education zone comprises thirty (30) schools spread out across three Local Governments Areas (LGAS) namely: Enugu East, Enugu North and Isiuzo. Enugu education zone is one of the six education zones in Enugu State.

2.4 Population for the study

The population for the study was 3,624 Senior Secondary School (SS 3) students' in Enugu education zone of Enugu State. The breakdown of the population for Enugu North, Enugu East and Isiuzo LGAs are respectively 1,720, 1,316, and 588 SS3 students. There are 12, 10 and 8 senior secondary schools in Enugu North, Enugu East, and Isiuzo LGAs respectively. The number of males in the study is 50% of the entire population while the number of females is the remaining 50% of the entire population.

2.5 Sample and sampling technique

Multi-stage sampling technique was adopted in sampling of the secondary schools and students. In stage one, three clusters representing the three LGAs were created. Ten percent (10%) of the total student population was taken for each cluster giving a total of 172 for Enugu North, 132 for Enugu East and 59 for Isiuzo. The second stage involved the sample of the number of schools in the three LGAs. 50% of schools in each of the LGA through random sampling gave 6, 5 and 4 respectively totaling 15 secondary schools in all. Finally, through stratified random sampling 50% of male and 50% of female students were selected from each of the sampled schools.

III. Results and findings

The results of the study for the variables of Location, residences and accommodation are shown in tables 1, 2 and 3 respectively

Table 1: Mean and standard deviation scores of students from different locations on variables of attitudes towards computer studies

ATTITUDE	LOCATION	MEAN	SD	DECISION
Enjoyment	Enugu North	2.56	0.44	POSITIVE
	Enugu east	2.77	0.44	POSITIVE
	Isiuzo	2.66	0.70	POSITIVE
Anxiety	Enugu North	2.27	0.29	NEGATIVE
	Enugu east	2.34	0.41	NEGATIVE
	Isiuzo	2.45	0.54	NEGATIVE
Avoidance	Enugu North	2.20	0.39	NEGATIVE
	Enugu east	2.34	0.51	NEGATIVE
	Isiuzo	2.42	0.44	NEGATIVE
Negative Impact	Enugu North	2.52	0.51	POSITIVE
	Enugu east	2.69	0.60	POSITIVE
	Isiuzo	2.69	0.78	POSITIVE
Total	Enugu North	2.39	0.41	NEGATIVE
	Enugu east	2.53	0.49	POSITIVE
	Isiuzo	2.56	0.61	POSITIVE

Table 2: Mean and standard deviation scores of students from parents of different residential areas on variables of attitude towards computer studies

ATTITUDE	RESIDENCE	MEAN	STD. DEVIATION	N	DEC
Enjoyment	Rural Area	2.62	.63	80	P
	Abakpa	2.78	.40	69	P
	Obiagu	2.84	.47	52	P
	New Haven	2.79	.50	78	P
	Independence Layout	2.78	.47	54	P
	Average	2.75	.51	333	P
Anxiety	Rural Area	2.39	.46	80	N
	Abakpa	2.39	.37	69	N
	Obiagu	2.42	.45	52	N
	New Haven	2.27	.46	78	N
	Independence Layout	2.35	.36	54	N
	Average	2.36	.43	333	N
Avoidance	Rural Area	2.40	.43	80	N
	Abakpa	2.27	.38	69	N
	Obiagu	2.35	.44	52	N
	New Haven	2.37	.62	78	N
	Independence Layout	2.27	.42	54	N
	Average	2.34	.47	333	N
Negative Impact	Rural Area	2.73	.69	80	P
	Abakpa	2.69	.54	69	P
	Obiagu	2.56	.70	52	P
	New Haven	2.74	.61	78	P
	Independence Layout	2.58	.60	54	P
	Average	2.67	.63	333	P

Table 3: Mean and standard deviation scores of students from parents of different accommodation type on variables of attitude towards computer studies

ATTITUDE	ACCOMMODATION	MEAN	STD. DEVIATION	N	DEC
Enjoyment	One room	2.70	.42	27	P
	Two rooms	2.65	.62	93	P
	Flat	2.91	.39	106	P
	Bungalow	2.76	.49	39	P
	Duplex	2.87	.47	39	P
	Average	2.78	.50	304	P
Anxiety	One room	2.36	.39	27	N
	Two rooms	2.40	.44	93	N
	Flat	2.32	.39	106	N
	Bungalow	2.30	.40	39	N
	Duplex	2.22	.47	39	N

	Average	2.33	42	304	N
Avoidance	One room	2.31	.40	27	N
	Two rooms	2.31	.44	93	N
	Flat	2.32	.57	106	N
	Bungalow	2.38	.38	39	N
	Duplex	2.31	.44	39	N
	Average	2.32	.48	304	N
Negative Impact	One room	2.56	.60	27	P
	Two rooms	2.75	.67	93	P
	Flat	2.69	.59	106	P
	Bungalow	2.68	.62	39	P
	Duplex	2.64	.62	39	P
	Average	2.69	.62	304	P

IV. Discussion of Results

From Table 1 it is observed that high level of enjoyment was seen among students from Enugu East (mean = 2.77, SD = 0.44), followed by students from Isiuzo (mean = 2.66, SD = 0.70) and lastly students from Enugu North (mean=2.56, SD=0.44).

The anxiety scores of students from Isiuzo was high (mean = 2.45, SD = 0.54) while that of Enugu East came next (mean =2.37, SD = 0.41) and Enugu North showed low anxiety level (mean = 2.27, SD = 0.29).

The rate of avoidance seen in students from Isiuzo was high (mean = 2.42, SD = 0.44). Students from Enugu East have mean avoidance score of 2.34, SD = 0.51 and the least is from Enugu North (mean=2.20, SD=0.39).

Students from Enugu East and Isiuzo perceived that computers have high negative impact on the society with mean score of 2.69, and SD of 0.60 and 2.69, SD of 0.78 respectively, followed by students from Enugu North with mean score of 2.52, and SD of 0.51.

Table 2 reveals that students from Obiagu residential area enjoy the use of computers most with mean score of 2.84 and SD 0f .47, this was followed by students from New Haven, Independence Layout and Abakpa, while students from the rural areas showed the lowest enjoyment level with mean score of 2.62 and SD of .63. However, the large SD of 0.63 indicates a large variability among them.

On anxiety, students from New Haven are the least anxious students in the group (mean= 2.27, SD = 0.46), followed by students from Independence Layout (mean=2.39, SD=.35), followed by students from Rural area and students from Abakpa, while students from Obiagu showed the highest anxiety score (mean= 2.42, SD = 0.45).

For avoidance, it would seem that students from the rural area avoided the use of computers more (mean = 2.40, SD = 0.43), this was followed by students from New Haven with mean score of 2.37 and SD of .62, this was followed by the students from Obiagu. Students from Abakpa and Independence Layout showed the least avoidance level with (mean=2.27, SD=.38) and (mean=2.27, SD=.42) respectively.

On the perception of negative impact of computer to the society students from rural areas and students from New Haven residential area perceive that computers have the highest negative impact on the society. (mean=2.73, SD=0.69) and (mean=2.74, SD=.61) respectively, this was followed by students from Abakpa with mean of 2.69 and SD of .54, followed by students from Independence Layout and students from Obiagu with the least negative perception (mean=2.56, SD=.70).

From Table 3 students from parents who live in a flat show high level of enjoyment (mean = 2.91, SD =0.39) followed by those whose parents live in duplex (mean = 2.87, SD = 0.47) and those whose parents live in bungalow (mean = 2.76, SD =0.49). Those whose parents live in two rooms and one room respectively show low level of enjoyment.

The anxiety scores of all the accommodation types were closely related showing a very low anxiety level among them with those living in duplex showing the least anxiety score (mean = 2.22, SD = 0.47), followed by those living in bungalows and followed by those living in flats, those living in one room and two rooms respectively showed high anxiety level with mean 2.36, and SD of .39 and mean of 2.40, and SD of .44 respectively.

The avoidance level was closely related, showing low level of avoidance from all the students from different accommodation type, with those living in a bungalow showing the highest level of avoidance (mean= 2.38, SD = 0.38), those living in one room, two rooms and flat show almost the same level of avoidance (mean = 2.31, 2.31, 2.32) respectively and SD (0.40, .44, .57) respectively.

For the perception of negative impact of computers to the society, it was observed that students whose parents are living in two rooms perceived that computers have the highest negative impact on the society (mean=2.75, SD=.67). This was followed by students whose parents were living in a flat (mean = 2.69, SD = 0.59), and was

followed by students whose parents were living in a bungalow and lastly those whose parents were living in one room with mean score of 2.56, SD of .60.

V. Conclusion

This study highlights the influence of parent's socio-economic status, particularly on location, residence and accommodation on student's attitude towards computer studies in Enugu education zone of Enugu State of Nigeria. Socio-Economic Status (SES) is a total measure of a person's work experience and social position in relation to others, based on income, education and occupation. Traditionally, family status variables such as socio-economic status of parents' have been regarded as predictors of children's academic achievement. From the related works and findings, there is a total difference from the aspect of, location, residence and accommodation type on students' attitudes towards computer studies in Enugu education zone.

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