

Influence of Family Education on Family Adjustments and Child -Raising Among Low-Income Earners in Dutsin-Ma Local Government of Kastina State

Gambo, A. I., Abdullahi, S. L., Ibrahim, N. Y., Shuaibu, H. C. & Onu, R. O.

Abstract

*This study investigated the influence of family education on family adjustment in the process of raising children among low-income earners in Dutsin-Ma Local Government Area, Katsina State. The study was guided by the assumption that parental education provides not only literacy skills but also exposure to better parenting practices, emotional regulation and strategies for supporting children's academic success. A descriptive survey design was adopted, with a population comprising low-income families in Dutsin-Ma. Using a multistage sampling approach, four wards (two urban and two rural) were selected. Thirty households were purposively sampled from each ward, yielding 120 respondents. A structured questionnaire was adapted from three established instruments (Parental Involvement Project PIP, Parental Social Class Scale, and School Adjustment Scale). The instrument was validated by experts in home economics and educational psychology. Data were analyzed using descriptive statistics and inferential statistics including independent samples *t*-tests and one-way ANOVA. Results revealed that urban respondents scored higher on family education ($M = 58.06$, $SD = 9.15$) than rural respondents ($M = 45.37$, $SD = 6.32$), a mean difference of 12.69 which was statistically significant ($*t(118) = 4.35$, $*p < .001$). Parental intervention in children's schooling was also higher among educated families ($M = 62.45$, $SD = 8.44$) than less-educated ones ($M = 48.12$, $SD = 7.36$), ($*t(118) = 3.98$, $*p < .01$). A one-way ANOVA further indicated significant differences in cultural influence on education between wards ($*F(3,116) = 6.24$, $*p = .002$). The study concludes that family education is a powerful predictor of family adjustment and children's outcomes in low-income contexts. Recommendations include scaling up adult literacy and parenting programs, integrating community stakeholders in education advocacy and creating policies to bridge urban-rural inequalities.*

Keywords: Family Education, Family Adjustment, Child-Raising, Low-Income Earner.

Introduction

Families are the first socializing agents, shaping values, attitudes and behaviors that determine children's later adjustment. Children from families with higher parental education tend to perform

better in school and display stronger social competence (Suleman, Olayemi & Ibrahim, 2022). Family education is a foundational form of education where parents are the first teachers, and the

family serves as the child's first school. It is the longest and arguably the most important form of education in a person's life, starting early than any formal schooling and continue to various life stages (Okoro & Haruna 2021). Family education play a crucial role in shaping a child's moral behavior, value, personality and social development. The family environment significantly influences the child education and upbringing, helping to instill moral, ethical, cultural and physical values (Suleman, Olayemi & Ibrahim, 2022). Family education interact with formal education to foster personal development, emphasizing parental involvement, educational attitudes, and continuity of learning between home and school (Layha & Savaram, 2022) The family educational functions include direct and indirect influences, such as teaching values and creating a psychological climate favorable for learning. Effective family education support academic success and helps prepare children for societal roles by nurturing a comprehensive personality and social skills.

Family education is a crucial factor in enabling effective family adjustment and child development. Family adjustment refers to the dynamic process of adapting to circumstances, relationship and evolving roles within the family system, with the goal of maintaining a sense of balance, harmony and wellbeing (Prajati, 2020). This process involves coping with the stressors, adapting to changing family roles and relationship and maintaining emotional stability and well-being. In child raising family adjustment, involves various strategies and tactics that parents employ to adapt and cope with the challenges of raising children. These include shifting perspective to appreciate the child's positive qualities, adjusting expectations of the child and the family and providing

supportive environment within the family. Parents create spaces of care to a positive family climate (Layha & Savaram, 2022).

Child- rearing refers to the process of caring, nurturing and guiding children from birth to adulthood. With the goal of promoting physical, emotional, social and cognitive development (Layha & Savaram, 2022). This process involves providing children with a safe, supportive and loving environment, as well as teaching essential skills, values, and knowledge necessary for successful functioning in society. Raising children is a complex and challenging task, particularly for low-income earners. (Prajati, 2020) demonstrated that, it is what parents do in the home that counts for learning development of their children. It therefore goes without saying that lack of encouragement, poor quality of parenting, communication and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. Parents or guardians of students are responsible for providing the right home environment that will facilitate effective learning. Some factors within the home environment have been identified to influence school adjustment of the children. These factors include; parents educational background, parent economic status (at least an average financial status), parents' marital status, parental home location and parental level of intervention in education. The home environmental variable can be manipulated to enhance student's school adjustment (Layha & Savaram, 2022)

In Nigeria, Low-income earners are individuals or families whose income falls below a certain threshold making it difficult to meet basic needs and participate in society. Low-income earners fall below the national income average, making it hard to afford basic

needs like food, shelter, clothing, education and healthcare. Survival and meeting the daily family needs continues to threaten families especially with the down turn in the economy. There is incessant fuel increase, increase in the prices of commodities, goods and services and the general global economic challenges has left families, both high income and low income to grapple with the basic survival challenge. Low -income earners often face various challenges, fewer educational opportunities with limited access to quality education and enrichment activities. Low-income earners in rural and urban areas like Dutsin-ma Communities, face unique challenges in adjusting to family life while raising children. In Dutsin-ma, life is difficult where the rural communities even face more threatening insecurity challenge and the outcome on food production, education, poor housing resulting from displacement and resettlement issues, disabling families from the source of livelihoods. This study aims to investigate the influence of education on family adjustment in raising children among low-income earners in Dutsin- ma Local Government, Katsina state.

Statement of the Problem

In Nigeria, education is seen as a social leveler and a mechanism for mobility. In rural and low-income communities, families face barriers such as poverty and cultural norms which weaken children's ability to nurture and adjust effectively. The central role of education in family and child raising is of great concern in Dutsin-Ma Local Government Area. This has implications for children's school adjustment, career aspirations and long-term wellbeing of children. Literacy rates in some wards of Dutsima Local Government Area remain below the national average, with rural communities

being the most disadvantaged (National Bureau of Statistics, 2023). Without adequate education, parents may lack the skills needed to guide children through modern schooling demands, leading to maladjustment, poor school performance and limited life opportunities. Government, organizations and individuals have made effort to ameliorate the effects of poverty among individuals in the society. Social support, empowerment through training and cash transfer were made to rural farm families, still the problem of poverty remained unabated. In terms of education, different literacy education programs were organized by Agency for mass literacy good parenting including moral and social upbringing of young children. Notwithstanding, the issue of low education among parent is persisting. Therefore, the present study addresses a critical gap by examining the influence of family education on adjustment and child-raising among low-income earners in Dutsin-Ma local government Katsina state.

Objectives of the Study

The main objective of the study is to determine the Influence of Family Education on Family Adjustments and Child -Raising Among Low-Income Earners in Dutsin-Ma Local Government of Katsina State.

Specifically, the study seeks to:

1. determine the difference in family education level among low-income earners in urban and rural areas in Dutsin-ma Local Government, Katsina State.
2. determine the influence of education on family adjustment in raising children among low-income Earners in Dutsin-ma Local Government, Katsina State.

Methodology

Research Design

The study employed a descriptive survey design, which is suitable for gathering opinions and perceptions from a large number of respondents. This design was chosen because it allows systematic description of how family education relates to adjustment without manipulating any variables.

Population of the Study

The population is approximately 340,054 inhabitants (NBS, 2023).

Sampling and Sampling Techniques

A sample of 120 respondents was used. Multistage sampling technique was employed. In the first stage, four wards were purposively selected to represent both urban and rural contexts. In the second stage, households within each ward were stratified by income levels. Thirty (30) households were selected from each ward using purposive sampling, this approach ensured that the sample reflected the diversity of experiences across urban and rural setting.

Instrument for Data Collection

The instrument for data collection was a

structured questionnaire comprising two sections. Content validity was established by three experts. Reliability coefficients were as follows: Parental Involvement Scale ($\alpha = 0.81$), Parental Social Class Scale ($\alpha = 0.78$), and School Adjustment Scale ($\alpha = 0.86$). These values indicate acceptable internal consistency reliability.

Data Analysis Techniques

Descriptive statistics of frequency counts, means and standard deviations were used to respond to the research questions. The results are presented in a tabular form.

Results

The results from Table 1 indicates that respondents from low-income earners (urban) scored higher than the low-income earners (rural). The results revealed that low-income earner in urban area had mean score of 58.06 with a standard deviation of 9.15. While the low-income earners in the rural area had mean score of 45.37 with a standard deviation of 6.32. This indicated that, there was little gap in educational level among urban and rural low-income earners. Therefore, parents in urban areas are educated than those in the rural areas.

Table 1: Responses On Education Level of Low-Income Family in Urban and Rural

Group	N	Mean	Std. deviation	t (df), p
Low-Income Earners (Urban)	60	58.06	9.15	t(118)=4.35, p<.001
Low-Income Earners (Rural)	60	45.37	6.32	

Results from Table 2 indicates that educated parents scored higher mean of 62.45 with a standard deviation of 8.44. While less educated parents had scored

of mean 48.12 with standard deviation of 7.336. This revealed that educated parents were significantly more involved in their children's education than less-educated parents.

Table 2: Influence of Education on Family Adjustment in Raising Children among Low-Income Earners

Parental Education Level	N	Mean	Std. Deviation	t (df), p
Educated Parents	70	62.45	8.44	t(118)=3.98, p<.01
Less Educated Parents	50	48.12	7.36	

Discussion

The findings from research question one reveals that low- income earners (urban) scored higher than the low-income earners (rural). This finding is supported by Prajati, (2020), who highlighted that urban dwellers have more access to education opportunities than those living in rural environment. Suleiman (2022) indicates that, socialization level in urban areas is more than that of rural areas as well the tendency for parents in the urban area to be involved in getting information on parenting responsibilities through the mass media and parents literacy classes and programs organized by faith-based groups, non-governmental organizations and the National Orientation Agency of (NOA). Furthermore, the result from research question two revealed that educated parents were significantly more involved in their children's education than less-educated parents. Family education plays a pivotal role in family adjustment and children rearing among low-income earners. Suleiman (2022) found that educational level of parents has significant influence on child rearing ability. This is motivated by the participation of parents in the child educational activities. Educated parents value education and seem to provide the school related needs for their children, such parents also value the general well-being of children in terms of provision of adequate nutrition, health and shelter. Umar (2017) contradicts this finding as it showed parental involvement in the child's education is not so dependent on the level of education of the parents but the emphasis is on the moral background and personality of the parents. Okoro and Haruna (2021) and Suleman et al. (2022),

reported that child raising is all about discipline, moral education and societal orientation of the parents and the social atmosphere of the child. According to Twenge and Campbell, (2020), family literacy and parental involvement are strong predictors of academic success.

Conclusion and Recommendations

This study concludes that family education significantly improves family adjustment and child rearing. Educated parents provide better emotional support, participate more actively in school activities and transmit values that enhance child adjustment. Cultural influences remain significant, highlighting the need for context-sensitive strategies.

Based on these findings, the following recommendations are made:

1. The family should be strengthened to hold strongly to the value of education and should be motivated by government to improve on the education of children.
2. NGOs should organize parent literacy programs in the rural areas. Parents can be introduced to current trends in education and strategies of coping in a downturn economic situation.

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